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ABSTRACT

This annual report describes five projects of the Oregon Alliance for Program Improvement, which provides work-relevant education and training services in leadership, professional competence, and organizational effectiveness. First is an aggregated report of nearly 30 vocational education program improvement field study projects conducted between 1985 and 1990; reported results include information gathered from a survey of over 20,000 students, 3,000 parents, 900 employers, and 2,500 teachers on the role of vocational education. Key findings for each group of respondents and conclusions from aggregated results are followed by 37 pages of graphs and charts depicting responses to each item, Next is provided the draft instrument used for evaluation of regional cooperative vocational-technical and 2+2 programs, followed by the draft instrument for Workforce 2000 request for proposal evaluation, a means of gathering opinions concerning the funding application and approval process. Proposed questions developed by the Alliance for the first interim Workforce 2000 report are provided. The Alliance's involvement in review of Workforce 2000 proposals is reflected in an analysis and summary of characteristics of statewide Workforce 2000 proposals. Information is reported in five categories: program areas, common baseline evaluation components, unique features of applications, common baseline data/information elements, and unique data/evaluation elements. (NLA)

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1989-90 Report
of the

Oregon Alliance for Program Improvement
Office of Continuing Higher Education
Oregon State University
Corvallis, Oregon

Submitted to:

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1989-90 Report of the Oregon Alliance for Program Improvement to the Division of Vocational-Technical Education Oregon Department of Education

In its seventh year of operation, the Oregon Alliance for Program Improvement continued to provide quality services that promote growth and improvement in leadership, professional competence, and in organizational and instructional effectiveness for individuals and organizations involved in work-relevant education and training. Services of the Alliance during the project year that supported interests of the Division of Vocational Technical Education (DVTE), Oregon Department of Education (ODE) included scopes of work in the following areas: Aggregated Report of previous Alliance Vocational Education field study project results; Workforce 2000 RFP evaluation instrument; Analysis and Summary of common and unique characteristics of statewide Workforce 2000 proposals; Regional Cooperative Vocational Technical (RCVT) and 2+2 Programs evaluation instrument; and proposed questions for interim report for Workforce 2000 funded projects.

The Aggregated Report incorporated Alliance field study project results that were conducted between 1985 and 1990. Results from nearly thirty vocational education field study projects are reported, including opinion data and information of over 20,000 students, 3,000 parents, 900 employers, and 2,500 teachers concerning vocational education and the role it should play in the educational system. An introductory section contains information pertaining to the basic methodology used in most of the field studies, (primarily common applied research techniques and site "Task Force" groups). Graphic representation of responses to select questions along with Key Findings and Conclusions are provided in the report.

The Workforce 2000 RFP Evaluation survey instrument was developed so that opinions concerning the entire funding application and approval process could be acquired and analyzed. Basic components of the instrument included: RFP Format/Structure, Requirements, and Meeting the Criteria of the RFP. The questions, statements, and ranking scales were designed using the actual Workforce 2000 RFP, experience of the Alliance staff and input of the DVTE/ODE staff. It is expected that DVTE/ODE staff would administer the instrument, tabulate responses, and use the information to improve/enhance similar efforts in the future.

Oregon Alliance staff were involved in a review of all the Workforce 2000 proposals submitted to DVTE/ODE in the funding areas of: 2+2 programs, Vocational Technical Science Equipment, and Program Improvement (included curriculum and staff development and cooperative work experience). Also reviewed were related proposals including Student Leadership and Skill Centers. In many instances both the revised proposal and the original required analysis. A Workforce 2000

Applications Review - Summary Report was produced from the analysis. Information is reported in five categories:

- Program Areas—Changes/Clarifications
- Baseline Evaluation Components Common to All Applications
- Unique Elements, Features of Applications
- Baseline Data/Information Elements Common to All Applications
- Unique Data/Evaluation elements.

Proposed questions were also provided that could be used in interim and/or annual reviews or evaluations of Workforce 2000 projects.

An instrument for review and evaluation of RCVT and 2+2 Programs was developed and provided to the DVTE/ODE staff as an option to the previous Regional Evaluation, Communication, and Assessment Program (RECAP) forms. The instrument includes questions and ranking elements about information such as:

- Long-range planning
- Involvement of groups/individuals in the RCVT effort
- 2+2 articulation agreements
- special programs
- unique promotional strategies and materials
- competency based programming implementation.

The last segment of the instrument contains questions directed specifically to certain aspects of the Workforce 2000 RFP process and subsequent funding awards.

Proposed questions for the first interim Workforce 2000 report were developed and provided to the DVTE/ODE staff for consideration and inclusion in any report guide or form sent to funding recipients. The set of questions incorporated the experiences of the Alliance staff in dealing with the RFP along with input from DVTE/ODE staff and Oregon Economic Development Department Staff. The final version of the document was to be used as a springboard for further discussions in this area.

The Oregon Alliance Policy Advisory Board held two meetings during the past year. The first meeting was held August 16 - 17, 1989 in conjunction with the Menucha Futures Workshop : Improving Vocational Education. This planning session included: review of staffing, vocational leadership academy, Workforce 2000 funding, and marketing strategies. The second meeting was held on October 17, 1989 at the Oregon State University Portland Center. Details from that meeting included: a report of visits to regional coordinators by Alliance staff; proposed structure for an Oregon Vocational Technical Education Leadership Development Extern Program; recognition to the contributions of Ben Schellenberg; and a summary of the Oregon Shines report that dealt with economic development in Oregon.

The future of the Oregon Alliance Policy Advisory Board has been the subject of several discussions among Alliance and DVTE/ODE staff and some board members. One option being considered is the reforming of the Board into a "Workforce 2000 Forum" which would meet twice annually to review a broad range of issues related to vocational education and make recommendations to the Alliance and other interested groups. Further study of the future of this Board is anticipated.

Additional projects that the Alliance has been involved in during the 1989-90 fiscal year that were not specifically tied to DVTE/ODE funding but did enhance and promote Vocational Technical Education programs and work force development efforts included:

- Vocational Education Field Study for the Lake Oswego School District that involved more than 1,400 students, 230 parents, 120 teachers, and 35 employers.

- District-wide long range and strategic planning for Hillsboro Union High School District (including a continued project directed specifically at Vocational Education programs).

- Workforce 2000 planning and proposal authoring for Portland Area Vocational Technical Education Consortium (PAVTEC) and Central Oregon RCVT. Preplanning was conducted for the Region 3 (Yamhill, Polk, and Marion counties) and included a strategic planning element.

- Oregon Economic Development Department training needs assessment for the primary metals industry.

- Technical support for the PAVTEC Strategic Planning Process and PAVTEC's Benson High School academic and vocational integration project.

- Technical support for the PAVTEC Special Needs Task Force.

- Technical support for the Wasco ESD Workforce 2000 funded projected in the area of Integrated Technologies.

- Technical assistance provided to the Clatsop regional coordinator for the development of a follow-up assessment instrument.

- Technical support, program and event planning and program leadership and facilitation for three Northwest Regional Educational Laboratory (NWREL) events dealing with the Northwest Futures Group for Work-relevant Education and participation in authoring and revising the "Model for Restructuring Education for the 21st Century".

- Co-direction and coordination of National Occupational Information Coordinating Committee (NOICC) Training Support Center (a cooperative federal project with Oregon SOICC and NWREL).

The Alliance continued to provide information and resources to regional coordinators in the state. One area of specific interest to the group was Technology Education. This reform from traditional Industrial Arts to a more technology based curriculum was a popular target for eleven out of the 18 Workforce 2000 proposals. The Alliance staff acquired a sampling of several state curriculum guides and program models and shared that and information about sources of additional resources with the regional coordinators to assist in their planning efforts.

Aggregated Report
of
Oregon Alliance for Program Improvement
Vocational Technical Education Field Study Projects
1985-1990

Submitted to:

Oregon Department of Education
Vocational Technical Education Division

Submitted by:

Daniel B. Dunham , Executive Director

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Oregon Alliance for Program Improvement
Office of Continuing Higher Education
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THE OREGON ALLIANCE
FOR PROGRAM IMPROVEMENT

June, 1990

Aggregated Report
of
Oregon Alliance for Program Improvement
Vocational Technical Education Field Study Projects
1985-1990

Introduction and Methodology

Since 1985, the Oregon Alliance for Program Improvement at Oregon State University has conducted nearly thirty vocational education field study projects that have produced useful data and information for local decision making and strategic planning. These applied research efforts have taken place at a wide variety of schools, school districts, educational service districts, and regional vocational technical consortia. The primary purpose of these studies was to assess the status of vocational programs being offered and to use that information to establish goals and objectives for strategic plans that would lead to improving, reforming or expanding instructional programs.

The schools involved in Oregon Alliance field studies range in size from 200 to 1,300 students and include both rural and urban/metro populations. A partial list of the schools, school districts, or consortia include:

Central Linn	**Chenowith**	**Tigard**
Clackamas ESD	**Oregon City**	**Estacada**
Parkrose	**Fern Ridge**	**Pendleton**
Forest Grove	**Coos/Curry ESD**	**Hillsboro**
Roseburg	**Junction City**	**Sandy Union**
Klamath County	**Scappoose**	**Madras**
The Dalles	**Multnomah ESD**	**Dallas**
North Clackamas	**West Linn**	**Portland**
Lake Oswego	**PAVTEC/Washington ESD**	

In all, over 20,000 students, grades 9-12, 3,000 parents, 900 employers, and 2,500 teachers expressed their opinions about vocational education and the role it should play in the educational system through the assessment and review processes encompassed by the studies.

The studies were initiated by school districts, educational service districts, and regional vocational consortia. Each of these groups placed slightly different expectations on the study which necessitated the customizing of certain aspects of each study. Consequently, each research project had unique features with respect to survey instrument items, focus/site committee groups used, and methods implemented to arrive at conclusions and recommendations.

Even though each study had some different features, common elements included:

- A project task force or site committee was used to identify and validate populations to be surveyed and the instruments used

- Written and/or oral questionnaire completed by:
  - students
  - faculty
  - employees
  - parents

- Demographic and trend research data that produced information needed to assess the current external conditions

- Decision making session that used the task force/site committee and initial survey results to arrive at conclusions and recommendations and set priorities for stategic plans

- A core of common questions were used in the survey instruments in each study.

In all projects, a task force/site committee was assembled to participate in the field study. Those committees, made up of teachers, administrators, school board members, and citizens, played essential roles in each project by assuring that the methodology used matched the characteristics of the community and that the "ownership" by the group that was generated as the study proceeded extended to development of final reports and strategic planning documents. The energy and insight that task force groups provided was instrumental to the success of each study.

Sampling methods used for identifying the populations of the different studies included random, stratified random (according to occupational areas), total, and specific targeted groups/individuals. Every effort was made to produce a representative population that would improve the external validity of the study.

Instruments used to survey the various populations included written, personal, and telephone interviews. The written questionnaires were primarily composed of objective questions including:

- multiple choice
- ranking (Likert scale)
- True/Yes, False/No

Space was provided on most of the instruments for written comments. Interview guides were developed for both forms of face to face interviews.

This report represents the consolidation of the data of all Oregon Alliance for Program Improvement field studies completed between June, 1985 and June, 1990 into one database. Not all survey items were identical due to the unique requirements of each study. This inconsistency necessitated the omission in this report of some survey questions that represented only a small percentage of the total field study population. Throughout the report, the population size for each

question has been indicated on the graphic charts or tables. This value assists in comparing the sample size of various responses. Perceptions and/or conclusions drawn from each question and response cited should be tempered by the population size identified.

The alliance staff have summerized key findings from this applied research, and also provide in this report several significant conclusions based on the factual data and a few based on staff insights and understandings that result from more that six consecutive years of involvement in the field study process.

Key Findings

Introduction

The following finding are based on the sample size, population base, and format of methodology utilized for the various field studies. Every effort was made to extract for aggregation of responses those questions that were representative of the entire population. However, in some instances this proved to be quite difficult due to the unique structure of certain question and/or statements. Trend analysis was made in certain cases where phraseology did not match, with a representative statement/question being developed to summarize that content.

Students

- The distribution of male to female respondents was approximately equal.
- Almost twenty five percent (25%) of the respondents were unable to determine if all students should take some vocational education classes.
- The largest percentage of students (40%) had taken one or two vocational classes.
- Parents and relatives provide the largest percentage (28%) of respondents with vocational class selection guidance.
- More room in schedules and on-the-job work experience were identified as the two most common reasons for the desire to take more vocational classes.
- The largest percentage (49%) of students felt that students begin to think realistically about a career at the 10th grade level.
- When asked if they were receiving sufficient information about local community college programs, the most common (46%) response was "not sure".
- The majority of students (76%) responded that they planned to attend either a community or four year college.
- A large number of students (6,557 or 46%) were willing to travel to a skills center or nearby high school to take vocational classes.
- A large percentage (63%) would be interested in taking classes offered at a business or industry site.
- Sixty eight percent (68%) responded that they would not be interested in attending evening vocational classes. However, 5,858 (32%) indicated they were interested.
- Seventy five percent (75%) responded that they would not be willing to take vocational classes on weekends.
- Almost half (44%) of the respondents were working at jobs outside of the home more than thirty hours per week.

- Word processing, computer skills, and business administration classes were of greatest amount of interest to respondents. A large percentage of students would take these classes to get a job.

- Medical related classes (e.g. EMT and Dental) were of least interest.

- Most Technical Arts classes were in the lower fifty percent (50%) of all courses as determined by levels of interest. A small percentage (6-15%) of students would take these classes to get a job.

Parents

- The majority (82%) indicated that vocational courses should be offered at both high schools and community colleges.

- A large percentage (42%) had "no opinion" when asked to rate vocational courses at their high school.

- Thirty nine percent (39%) were not certain about whether students should take vocational courses or not.

- A majority (80%) of the parents responded that academic and vocational courses were of equal importance.

- Eighty four percent (84%) either "strongly agreed" or "agreed" with the statement "vocational classes are just as valuable as required classes".

- Thirty five percent (35%) were not certain if vocational classes at their high school were meeting students' needs.

- The majority (87%) responded that they would encourage their child to be involved with off-campus work experience.

- Parents' awareness of vocational classes come from a wide variety of courses, with their own students and curriculum guides the most frequent sources and counselors the least frequent.

- Allowing students more time in their schedule (66%) and/or on-the-job work experience availability (64%) were the favorite choices of parents regarding what would cause their child to take vocational classes.

- When parents were asked why their child had not taken vocational classes, the largest percentages responded "not enough room in their schedule" (64%), and "college prep type programs" (56%).

- A large percentage (77%) felt the difficulty level of vocational classes had not been the reason for their child not taking these classes.

Employers

- A large percentage of employers (63%) surveyed were service industry oriented.
- Eighty four percent (84%) had fifteen or less employees.
- The majority (70%) had employees that were either high school graduates or high school graduates with some postsecondary training.
- Fifty five percent (55%) were unfamiliar with vocational programs at their local high school.
- Business related classes (e.g. secretarial, computer, and accounting) were most frequently identified as advantageous to people applying for employment at the firms.
- The majority (91%) indicated they would give preference to prospective employees who had taken high school vocational classes.
- Sixty six percent (66%) had "no opinion" about the vocational courses offered at the local high school.
- The largest percentage (63%) were hiring individuals directly from high school.
- The ability to get along well with others was selected by sixty two percent (62%) as one of the most important skills that employees should possess.
- A good work ethic (appearance, attitude, promptness, willingness to work), adaptability, desire to learn, and basic skills (communication, writing, math, reading) were identified as some of the most useful attributes to have on the job.

Teachers

- The majority (71%) of teachers responded that they were sufficiently familiar with the vocational programs in their school to explain their existence and general purpose to others.
- 82% of the teachers felt that vocational education was a viable part of the secondary curriculum.
- A majority (72%) responded that vocational programs received fairly good administrative support.
- Almost one-fourth (23%) responded that students were not provided adequate opportunities to take vocational classes.
- Sixty four percent (64%) were not familiar with "2+2" and other program articulation concepts.

Conclusions from Aggregated Results

Introduction

The following conclusions are based on the aggregated data and resulting findings from Oregon Alliance for Program Improvement field studies conducted from 1985 through 1990. Related trend and opinion data not directly cited in this report but developed as part of the field study process also contributes to these conclusions The field study process produces a wealth of information that is not altogether quantifiable in nature and yet identifies some common concerns and/or opinions about vocational education programs and their role/status in public school education.

- **Students, employers, and parents are not receiving enough up-to-date information about the vocational education programs at their local schools.**
- **Employers are most inclined to hire people who have some vocational training.**
- **Employers are willing to hire students with little or no postsecondary educational experience.**
- **Vocational education classes in business and office education fields are more popular with students and employers than most other fields, especially in terms of getting a job.**
- **Teachers are not sufficiently informed about new vocational education concepts such as "2+2" tech-prep and other articulation approaches.**
- **All populations surveyed considered vocational education an acceptable part of a high school curriculum.**
- **The financial requirements to keep technically oriented vocational programs up-to-date is viewed as one of the largest obstacles to program growth.**
- **Attitudinal attributes (e.g. work ethic, motivation, working with people, and courtesy) are identified by employers as essential for job success but are often also found lacking in employees.**
- **The times that vocational classes are scheduled and the amount of available time in a students' schedule are the chief restrictions to students' taking vocational classes.**
- **Alternative delivery times and places for vocational courses (e.g. nights, weekends, and skill centers) were of interest to a sizable number of students.**
- **Business related courses are viewed by students as those best meeting their needs for future employment.**

- The best way of informing parents about vocational education programs is through their children.

- The increased involvement of business/industry in work experience sites will lead to increased interest and enrollment of students in vocational education programs.

- Vocational Education programs that have proven to be most successful in the level of support they receive and enrollments are managed by faculty that have aggressively involved school administration, business/industry, parents, and the community in curriculum development and program articulation.

- School administration is generally supportive of some form of Vocational Education as long as it is relevant and tied to realistic goals and required employment skills.

Additional Significant Outcomes and/or Conclusions Based on Experiences and Observations of Oregon Alliance Professional Staff Who Managed the Field Studies

- A majority of the school districts that completed a field study and developed a program improvement plan have implemented one or more aspects of that plan within two years following the field study.

- The topics most consistently focused on in program improvement plans were: curriculum revision or reform; professional staff development; meeting needs of disabled and/or disadvantaged students; increasing participation of business, industry and labor in local programs; developing new resources to improve program quality; improving the image of vocational education; and improving communications and information about vocational education to the public.

- In more than one-half of the field studies the need for local level coordination of vocational education (a local vocational director or coordinator) was identified as a very high priority. In most of those cases, local coordination was either lacking altogether, or provided through a part-time effort of a building administrator or department chair.

- District Administration and Boards of Education appeared to place considerable value on the final reports and plans resulting from the field studies. Some of this may be attributable to the fact that the District had made a significant financial investment in conducting the study.

- District size (ADM) or geographic location in the state had little effect on the outcomes of the field study. Problems, issues, and solutions were relatively similar from district to district.

- Financing of vocational education programs remains a key issue in most districts; however, in only a few situations was program cost cited as a major reason for low enrollments or less than adequate quality or access. Costs of replacing or upgrading equipment was the major topic in such deliberations.

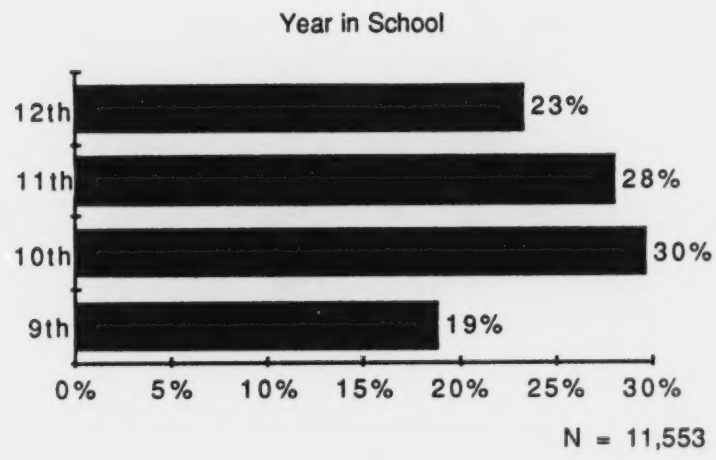
- In general, there is a positive attitude toward progressive change in vocational instruction at the high school level. Most participants in the field study efforts were optimistic that changes would take place, and that the nature of vocational education instruction (what is taught, how and where it is taught) will be dramatically different from the present case by the mid to late 1990's.

- Many districts opted to make changes to the name of vocational education in order to improve its image and more accurately represent the changing curriculum. In most cases, the word "technology" appears in the new name.

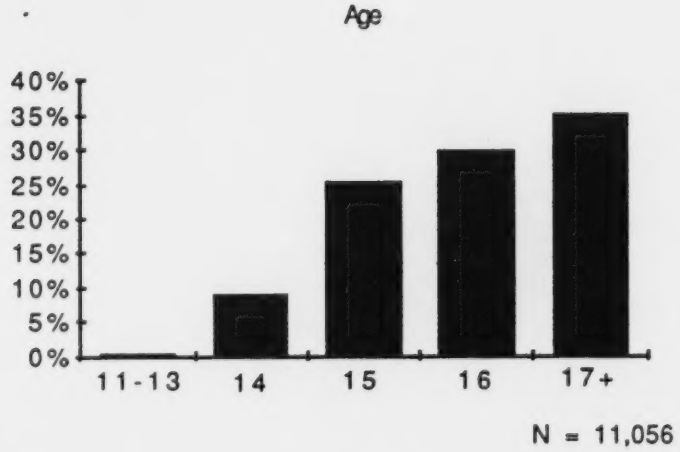
- In every case where a full field study project was completed the project task force developed a new or revised mission statement for vocational education. Examples of some of those mission statements ... an important outcome of the field study process ... are included in this report at Attachment A. The names of the school districts have been left blank in the examples.

Aggregated Report
Student Interest Survey Responses
Concerning
Vocational/Technical Education Programs
Oregon Alliance for Program Improvement Field Studies

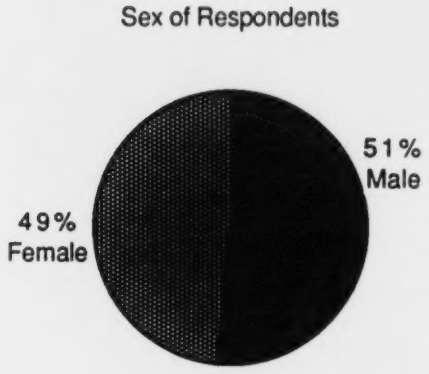
1. **Year in School**



2. **Your Age**

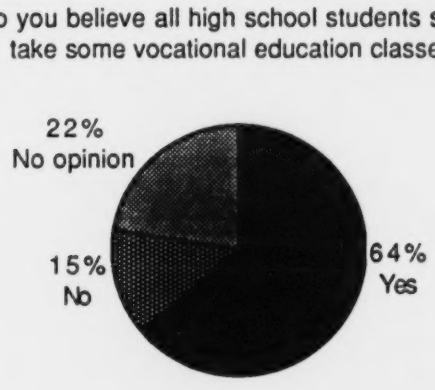


3. **What is your sex?**



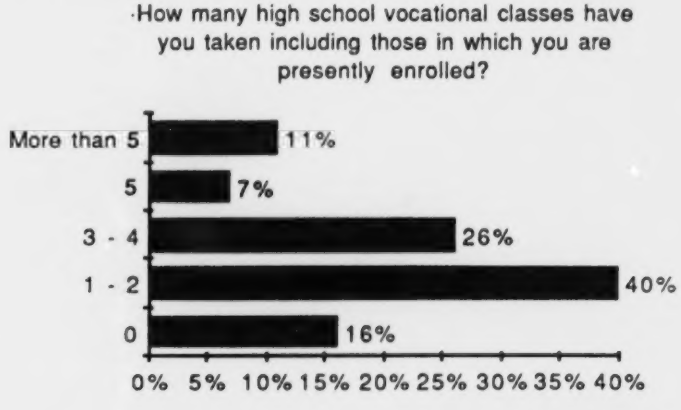
N = 17,738

4. **Do you believe all high school students should take some vocational classes?**



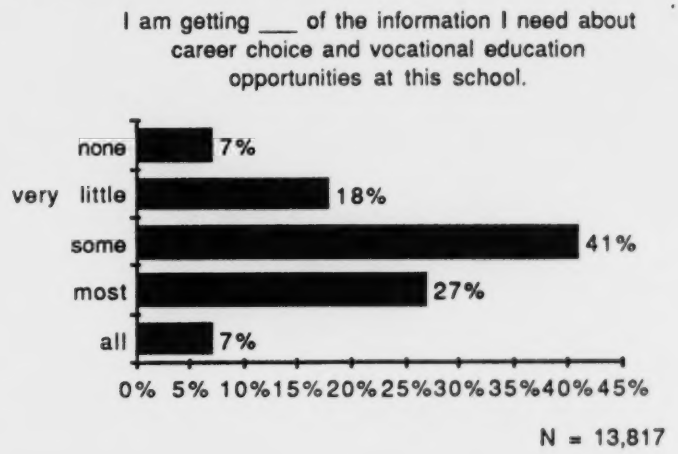
N = 12,095

5. **How many high school vocational classes have you taken, including those in which you are presently enrolled?**

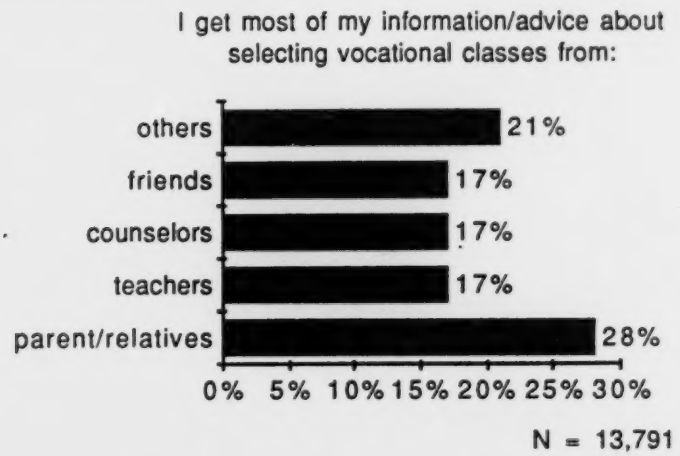


N = 15,775

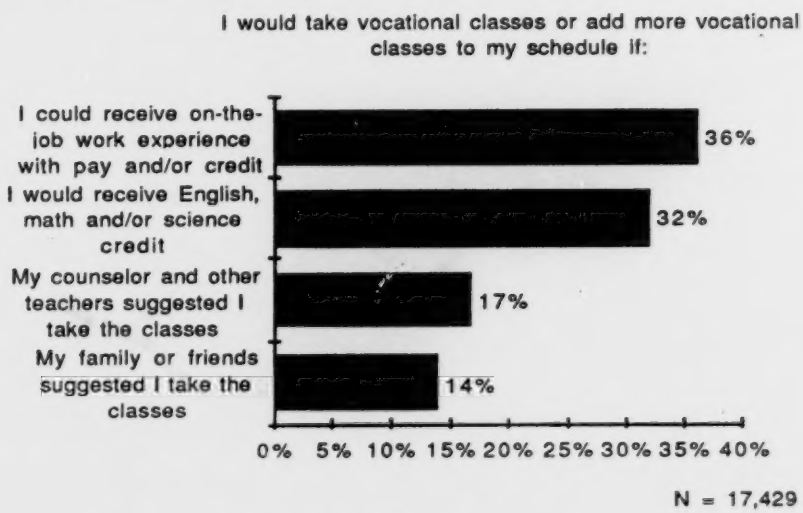
6. **I am getting ___of the information I need about career choice and vocational education opportunities at my school.**



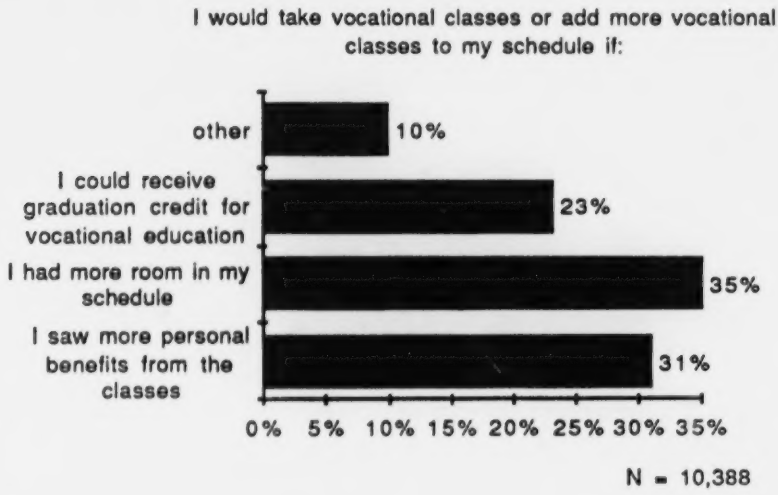
7. **I get most of my information/advice about selecting vocational classes from:**



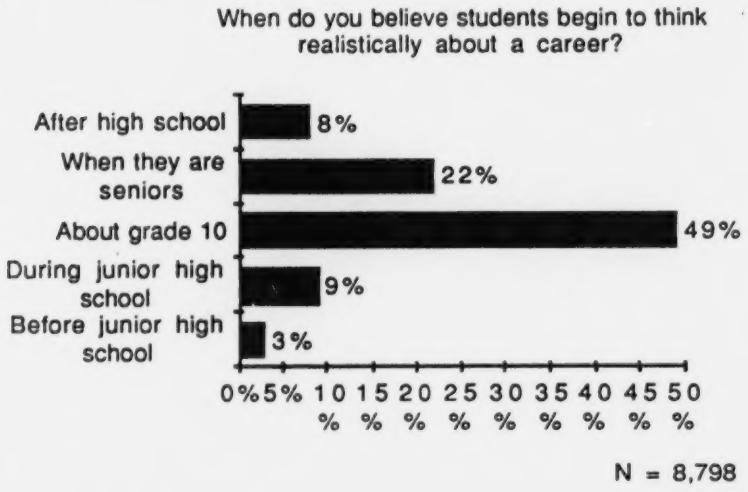
8. **I would take vocational classes or add more vocational classes to my schedule if: (You may select more than one answer)**


I would take vocational classes or add more vocational classes to my schedule if:
I could receive on-the-job work experience with pay and/or credit
I would receive English, math and/or science credit
My counselor and other teachers suggested I take the classes
My family or friends suggested I take the classes
36%
32%
17%
14%
0% 5% 10% 15% 20% 25% 30% 35% 40%
N = 17,429

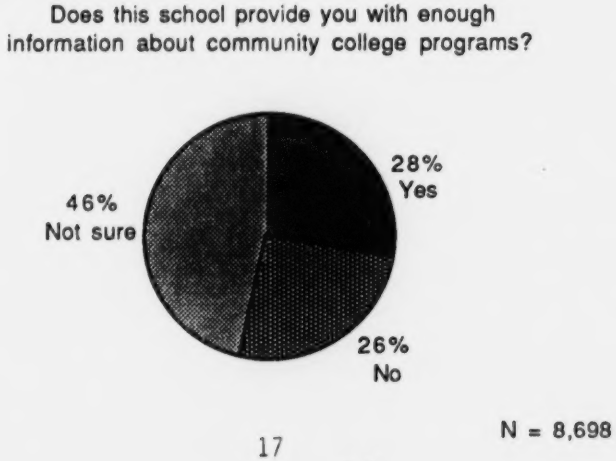
9. **I would take vocational classes or add more vocational classes to my schedule if: (You may select more than one answer)**


I would take vocational classes or add more vocational classes to my schedule if:
other
10%
I could receive graduation credit for vocational education
23%
I had more room in my schedule
35%
I saw more personal benefits from the classes
31%
0% 5% 10% 15% 20% 25% 30% 35%
N = 10,388

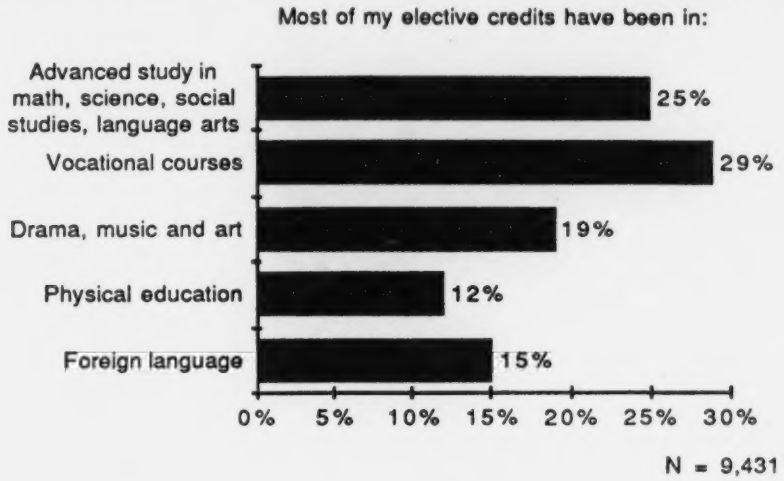
10. **When do you believe students begin to think realistically about a career?**



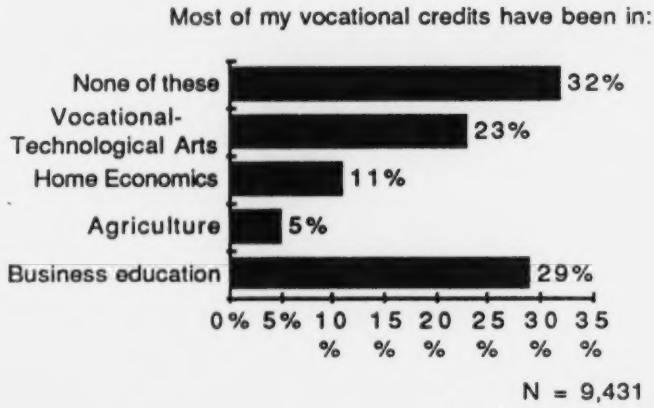
11. **Does your school provide you with enough information about community college programs?**



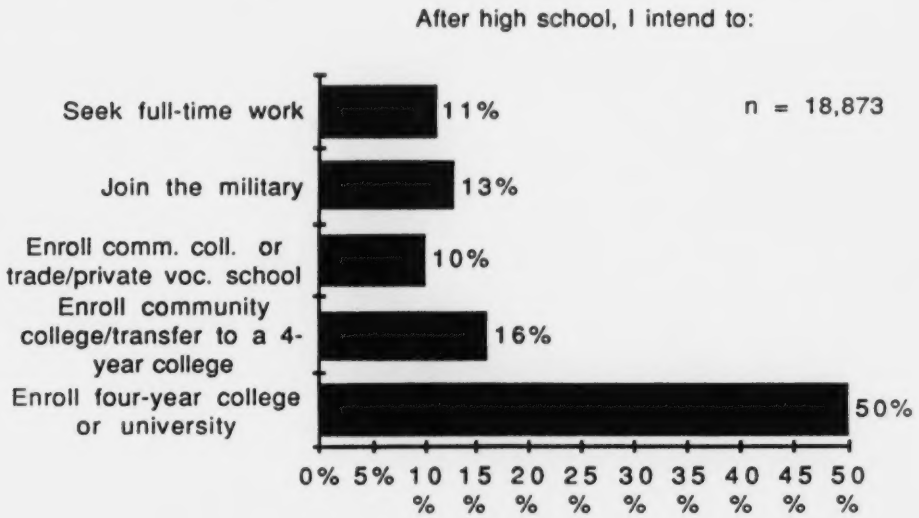
12. During high school my elective credits have been or will mostly be:



13. In which of the following vocational areas have most of your elective credits been earned?

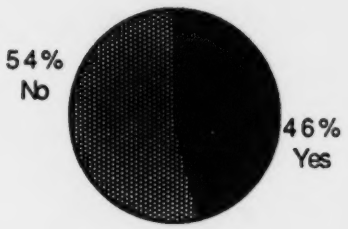


14. After high school I intend to:



15. **I would be willing to travel to a skills center to take classes in vocational education.**

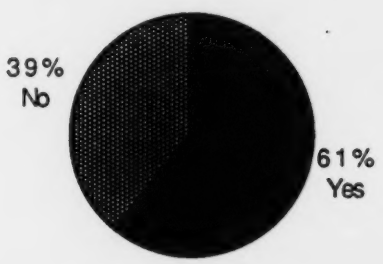
I would be willing to travel to a regional skills center or nearby high school to take vocational education classes.



N = 14,255

16. **I would be willing to attend vocational education classes offered at a business or industry site.**

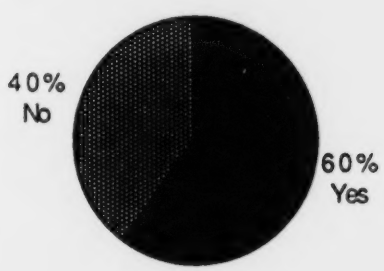
I would be willing to attend vocational classes offered at a business or industry site.



N = 19,073

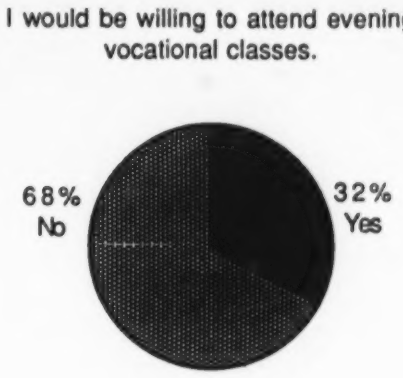
17. **I would be willing to attend vocational classes at a nearby community college.**

I would be willing to take vocational classes at a community college while still in high school.



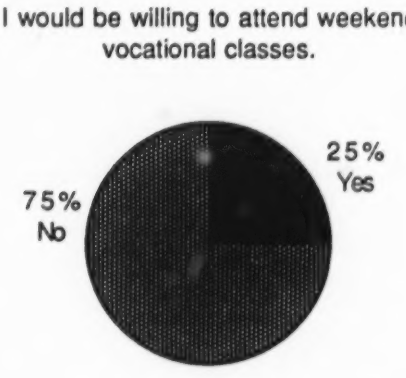
N = 15,693

18. I would be willing to attend evening vocational classes.



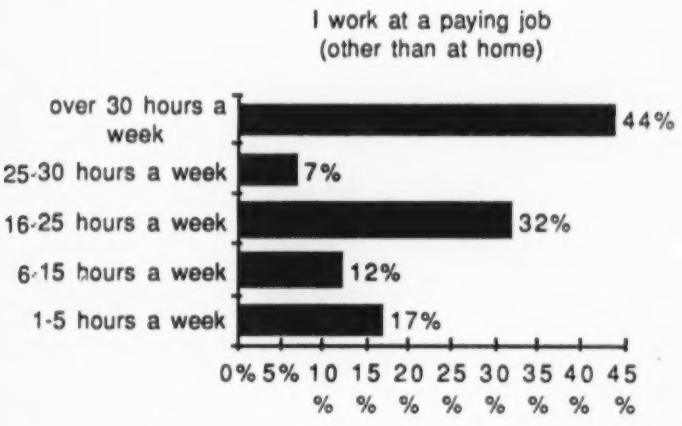
N = 18,307

19. I would be willing to attend weekend vocational classes.



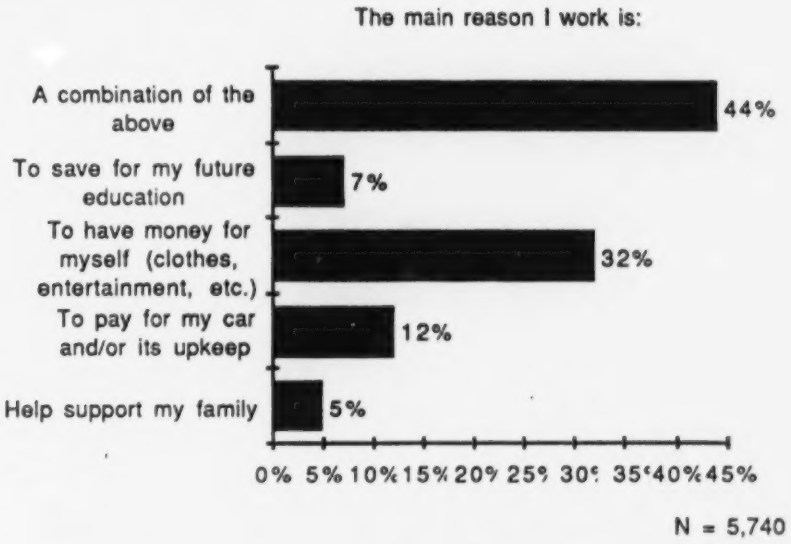
N = 9,418

20. I work at a paying job (other than home):



N = 11,462

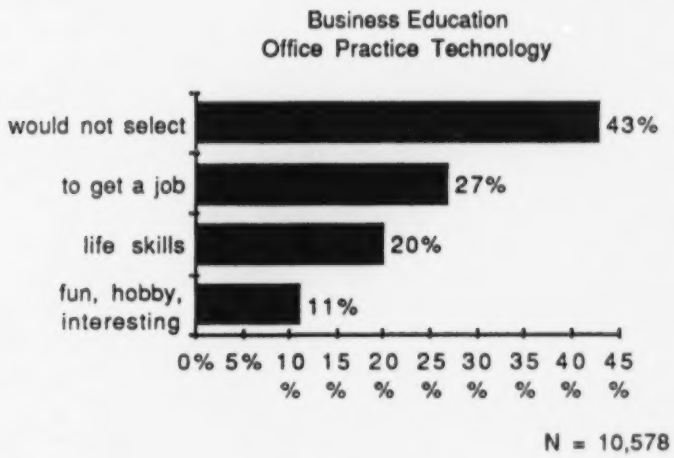
21. **The main reason I work is to.**


The main reason I work is:
A combination of the above
44%
To save for my future education
7%
To have money for myself (clothes, entertainment, etc.)
32%
To pay for my car and/or its upkeep
12%
Help support my family
5%
0% 5% 10% 15% 20% 25% 30% 35% 40% 45%
N = 5,740

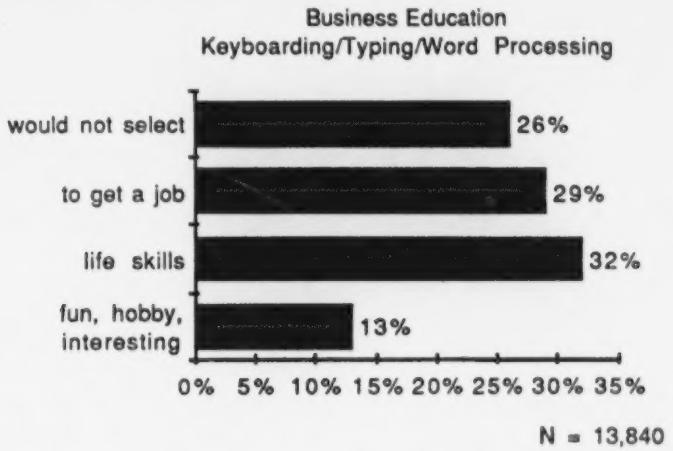
Note: Questions 22-51 asked the student to indicate what benefit and/or interest they had in various vocational courses.

Business Education

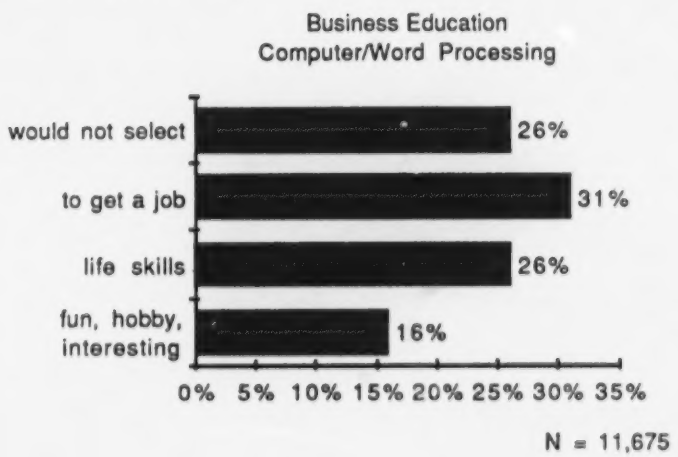
22. **Office Practice Technology**



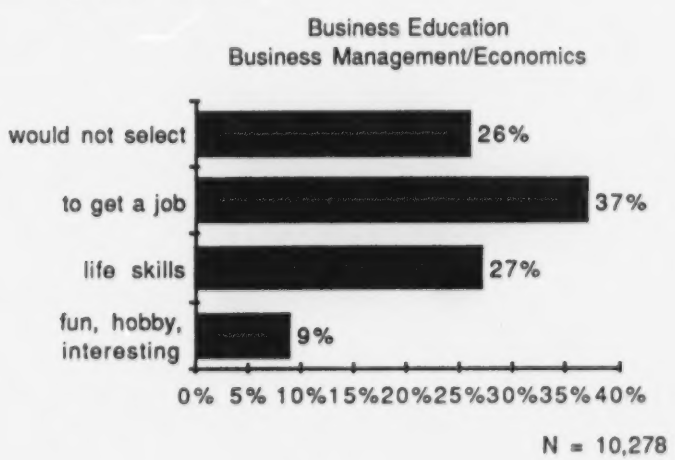
23. Keyboarding/Typing/Word Processing



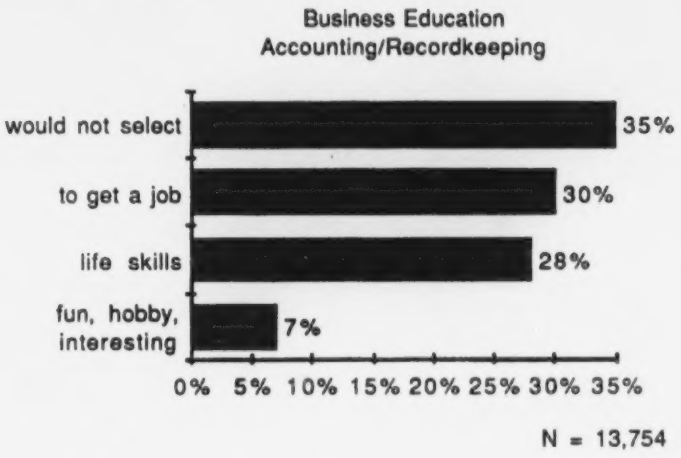
24. Computer, Word Processing



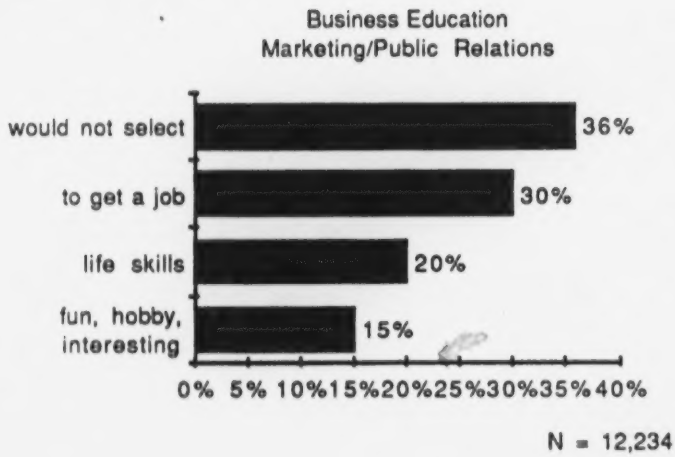
25. Business Management/Economics



26. Accounting/Recordkeeping

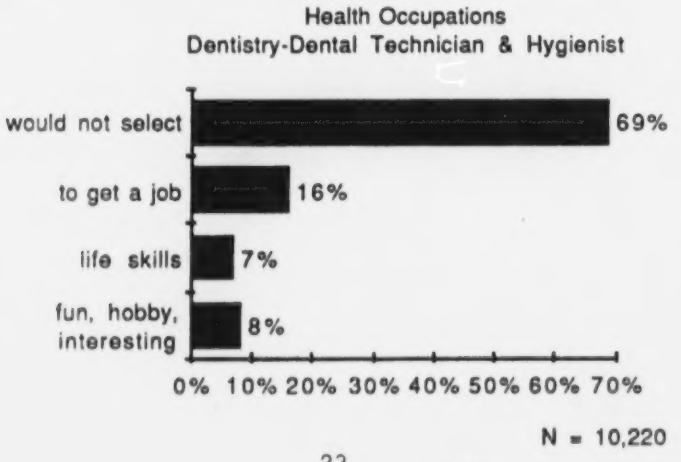


27. Marketing/Public Relations

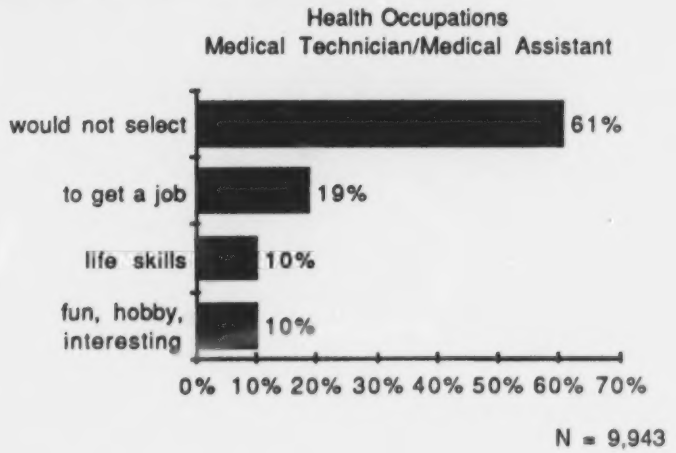


Health Occupations

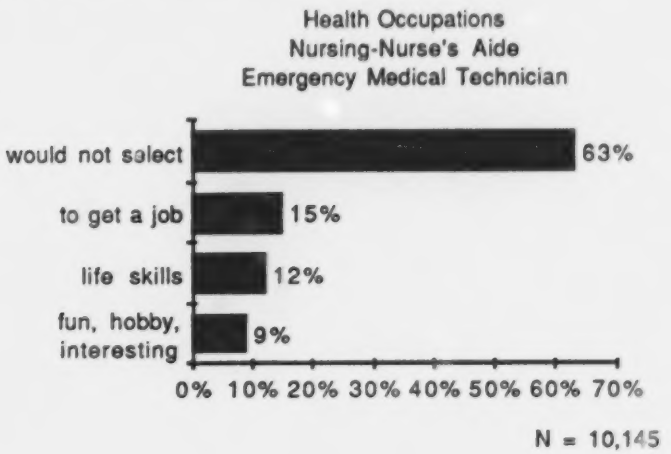
28. Dentistry-Dental Technician & Hygienist



29. Medical Technician/Medical Assistant

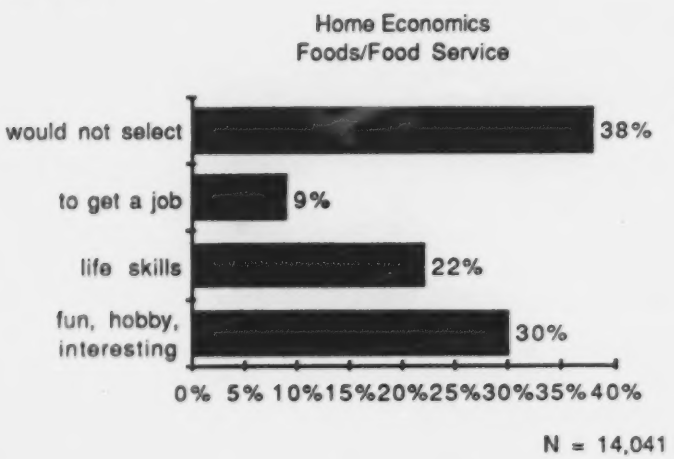


30. Nursing-Nurse's Aide, Emergency Medical Technician

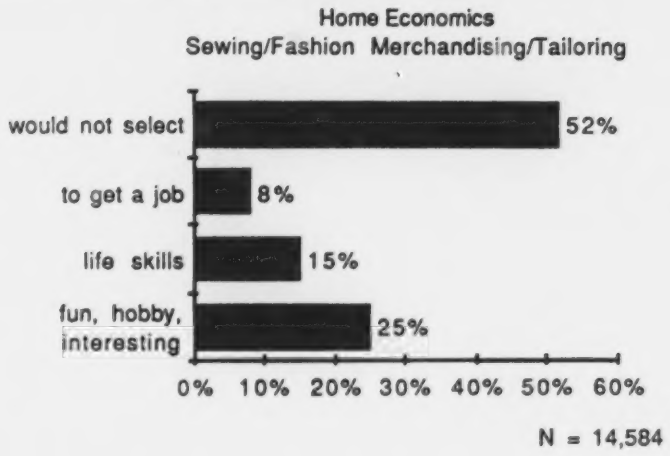


Home Economics

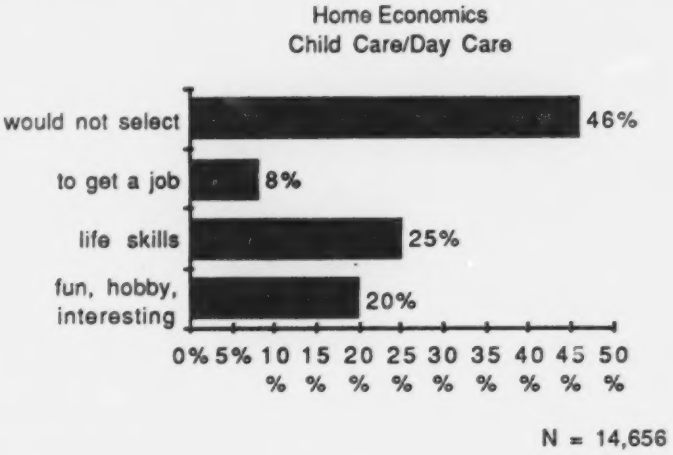
31. Foods/Food Service



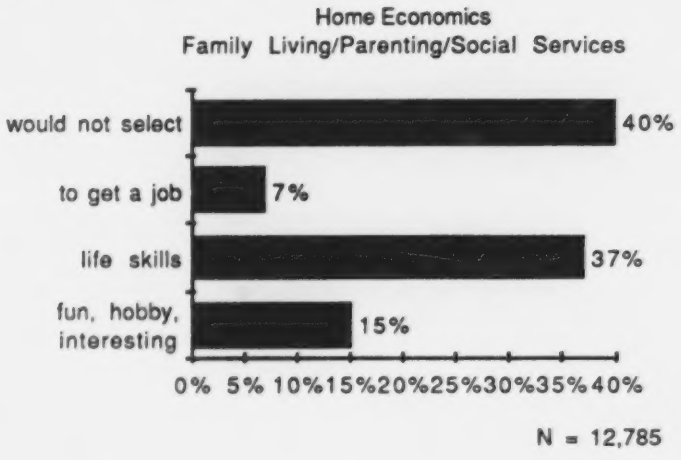
32. Sewing, Fashion Merchandising/Tailoring



33. Childcare/Day Care

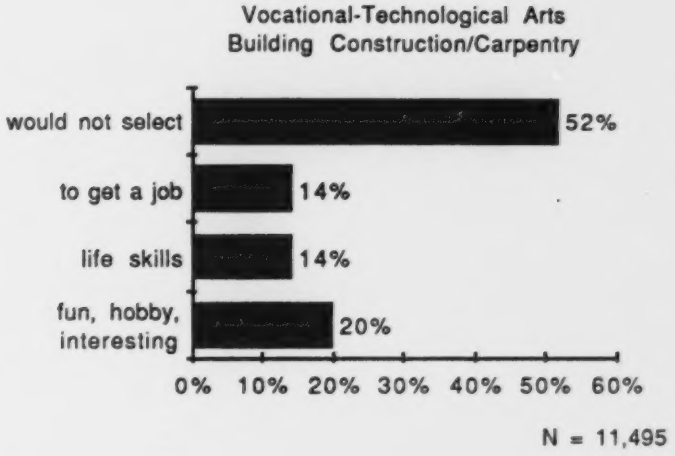


34. Family Living/Parenting/Social Service

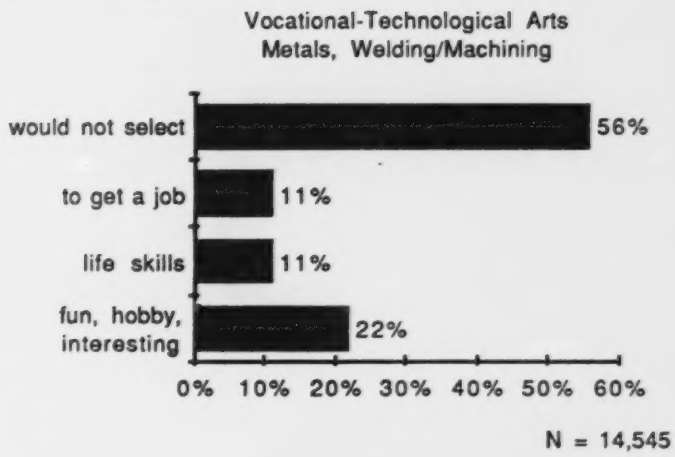


Vocational/Technological Arts

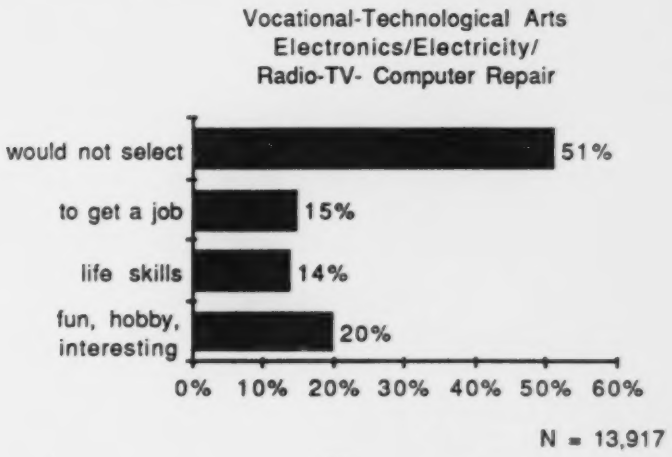
35. Building Construction/Carpentry



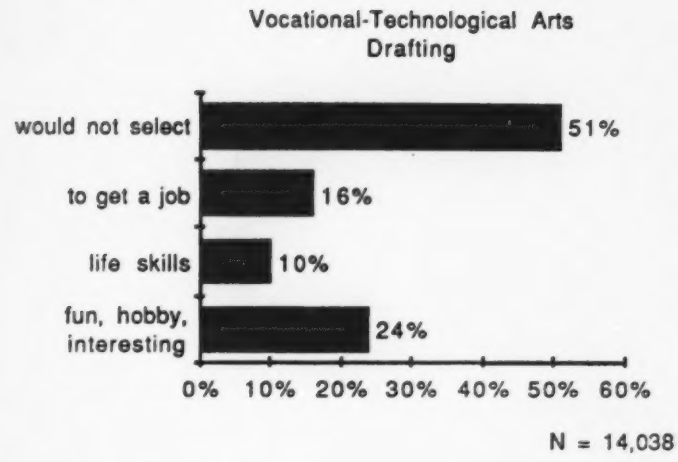
36. Metals, Welding/Machining



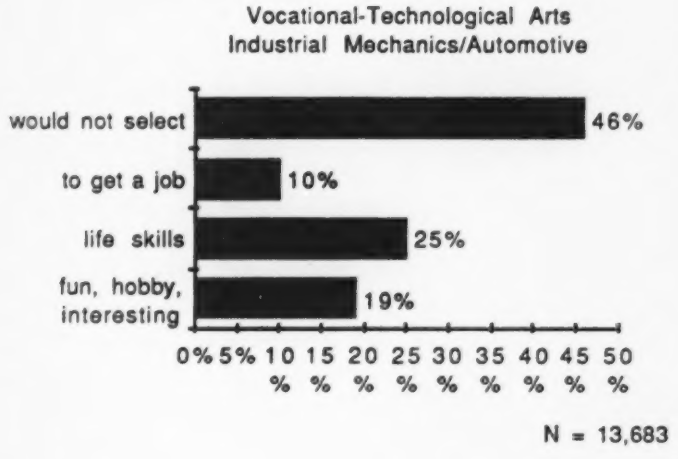
37. Electronics/Electricity/Radio-TV- Computer Repair



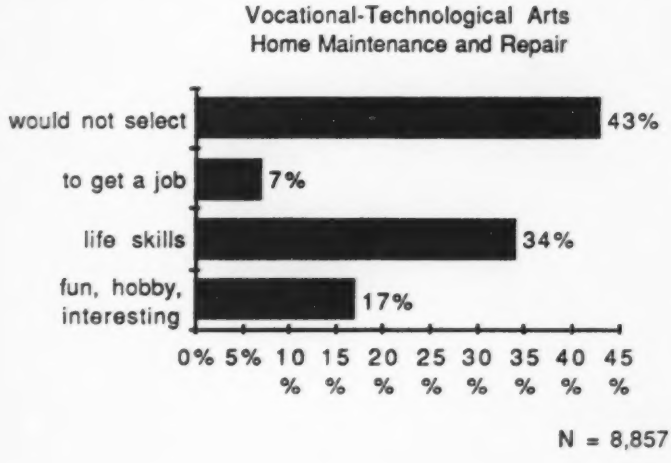
38. Drafting



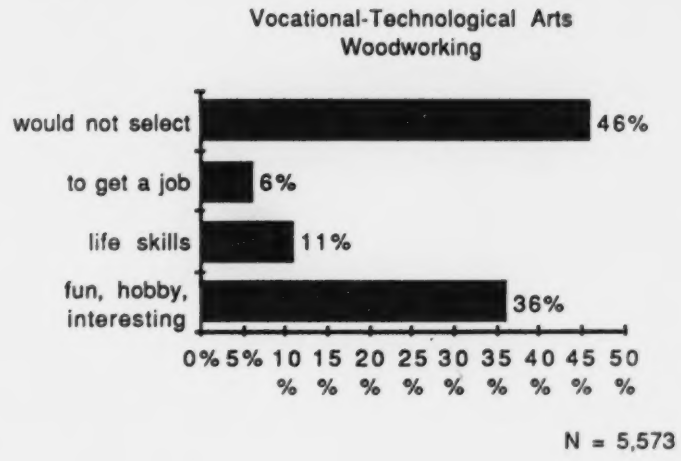
39. Industrial Mechanics/Automotive



40. Home Maintenance & Repair

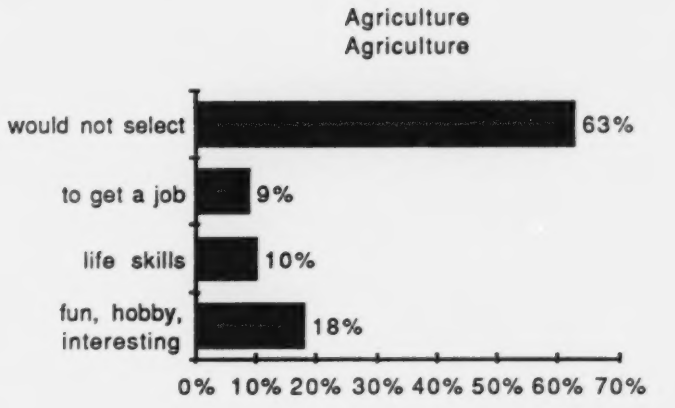


41. Woodworking

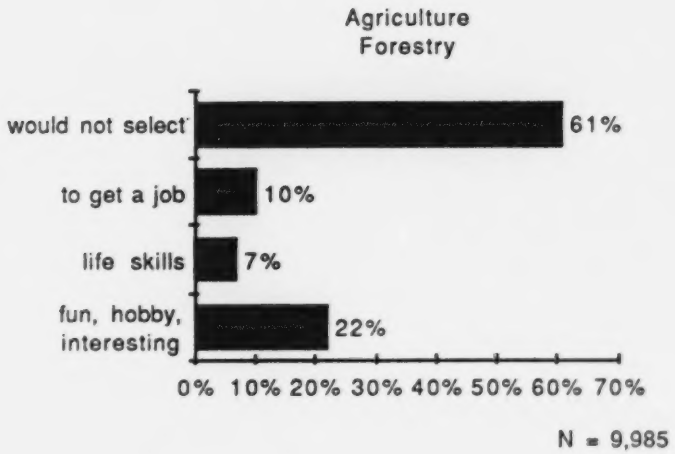


Agriculture

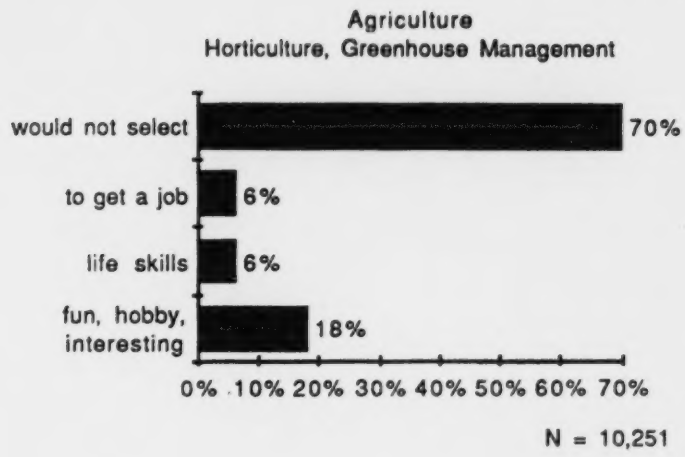
42. Agriculture



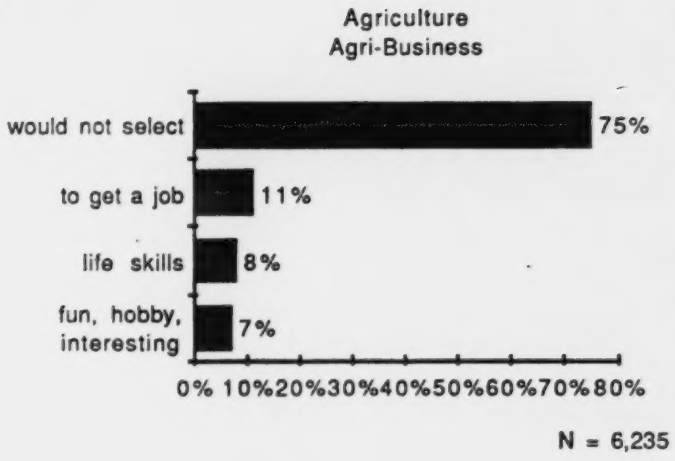
43. Forestry



44. Horticulture

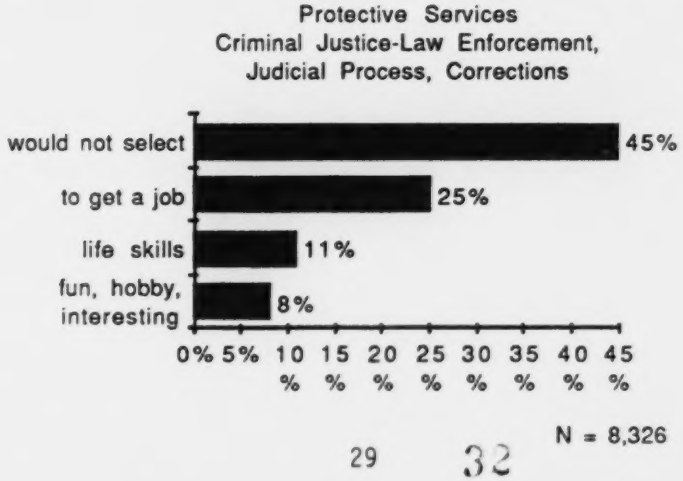


45. Agri-Business

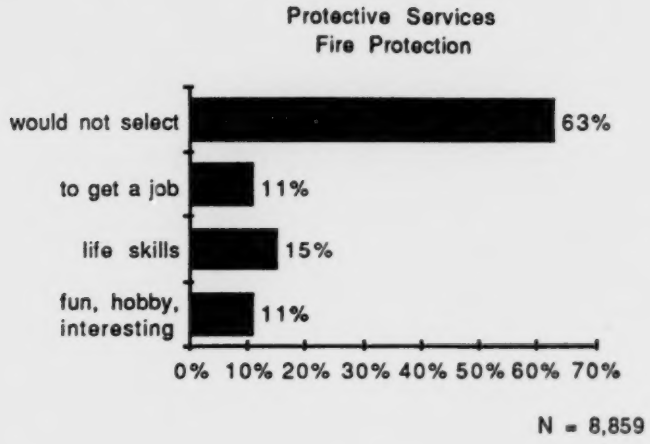


Protective Services

46. Criminal Justice-Law Enforcement

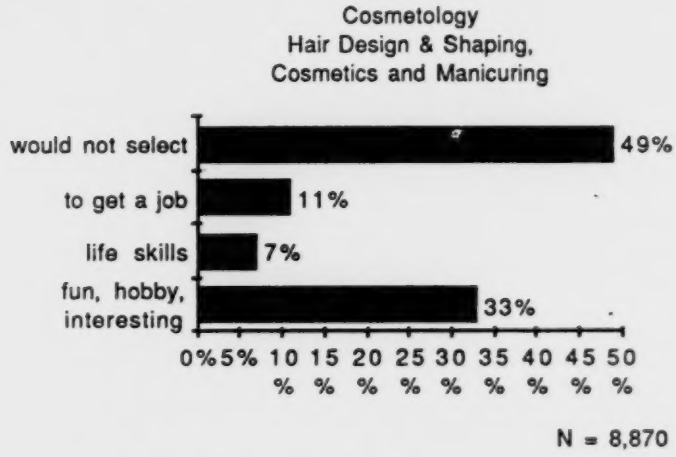


47. Fire Protection



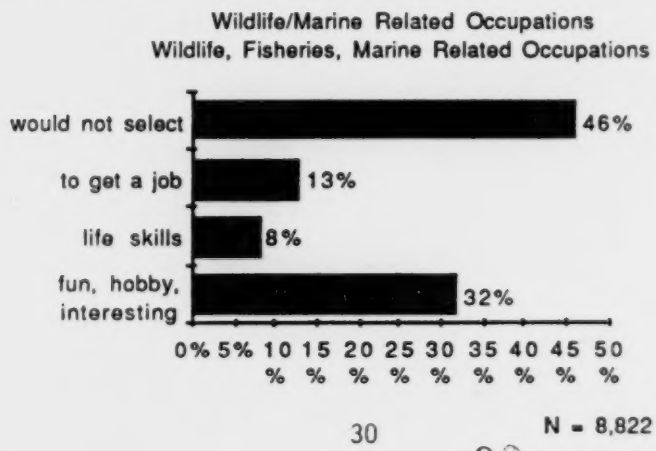
Cosmetology

48. Hair Design & Shaping, Cosmetics and Manicuring



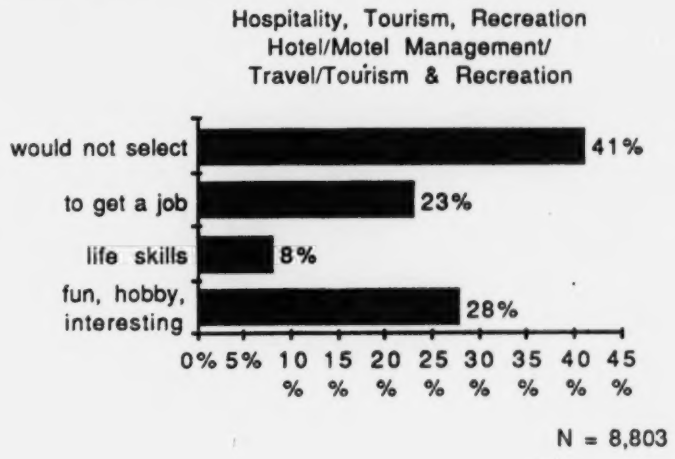
Wildlife/Marine Related Occupations

49. Wildlife, Fisheries, Marine Related Occupations



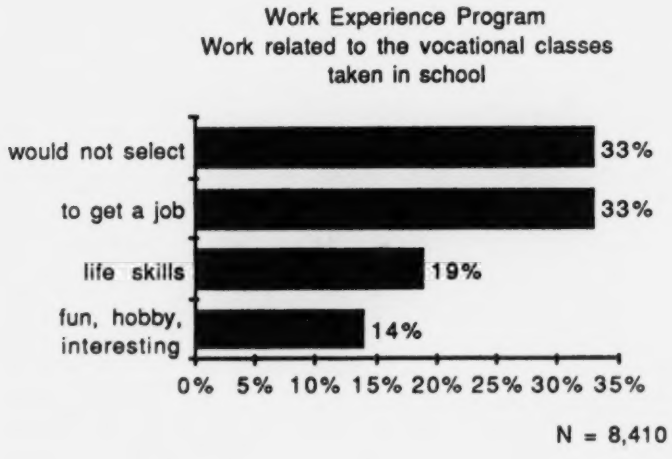
Hospitality, Tourism & Recreation

50. Hotel/Motel Management/Travel/Tourism & Recreation



Work Experience Program

51. Work related to the vocational classes taken in school

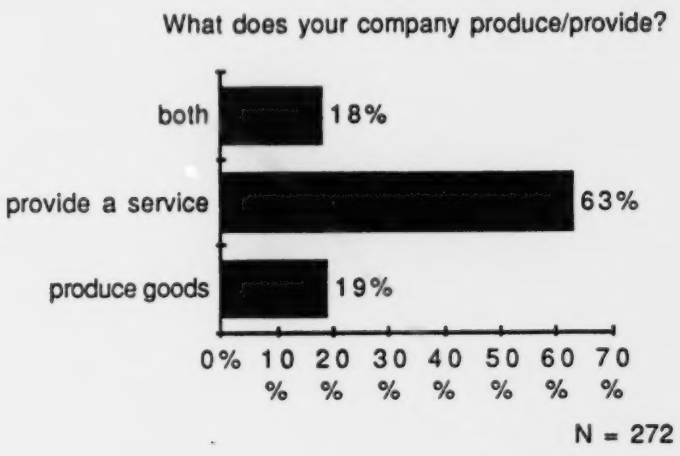


Ordering of Ranked Interest
Vocational Education Course Areas

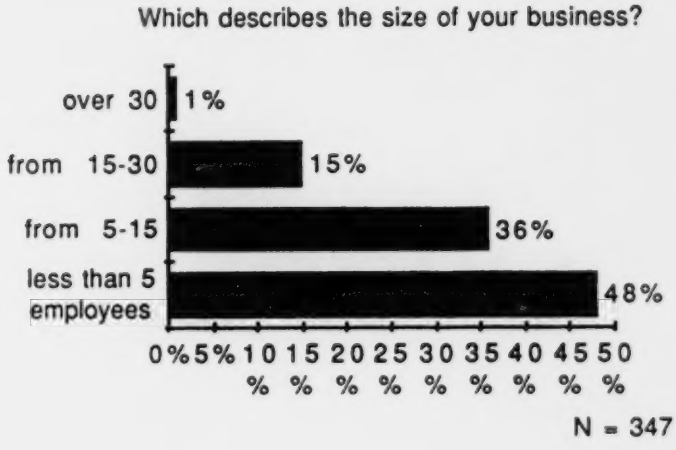
	Percentage that indicated an interest	Percentage that would take the class to get a job	Population size
Business Management	74	37	10,278
Computer	74	31	11,675
Keyboarding/Word Processing	74	29	13,840
Work Experience	67	33	8,410
Accounting	65	30	13,754
Marketing	65	30	12,234
Food/Food Service	62	9	14,041
Family Living/Parenting	60	7	12,785
HTR	59	23	8,803
Office Practice	57	27	10,578
Home Maintenance	57	7	8,857
Protective Services (Criminal)	55	25	8,326
Wildlife/Marine	54	13	8,822
Industrial Mechanics/Auto	54	10	13,683
Child Care/Day Care	54	8	14,656
Woodworking	54	6	5,573
Cosmetology	51	11	8,870
Drafting	49	16	14,038
Electricity/Electronics	49	15	13,917
Building Construction	48	14	11,495
Sewing, Fashion	48	8	14,584
Metals/Welding	44	11	14,545
Medical Technician	39	19	9,943
Emergency Medical Technician	37	15	10,145
Protective Services (Fire)	37	11	8,859
Agriculture	37	9	12,235
Dental Technician	31	16	10,220
Horticulture	30	6	10,251
Agri-business	25	10	6,235

Aggregated Report
Employer Survey Responses
Concerning
Vocational/Technical Education Programs
Oregon Alliance for Program Improvement Field Studies

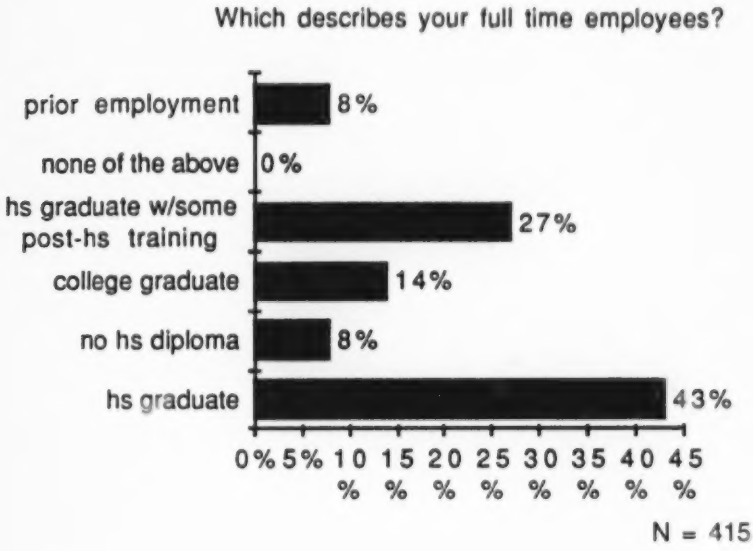
1. What does your company provide/produce?



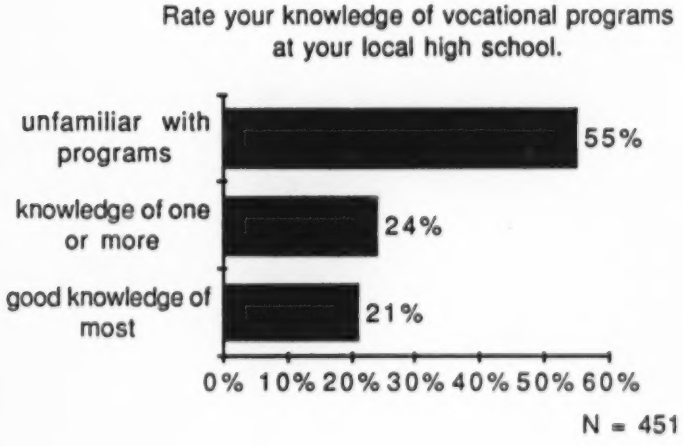
2. Which of the following more closely describes the size of your business?



3. **Which of the following describes one or more of your full time employees?**



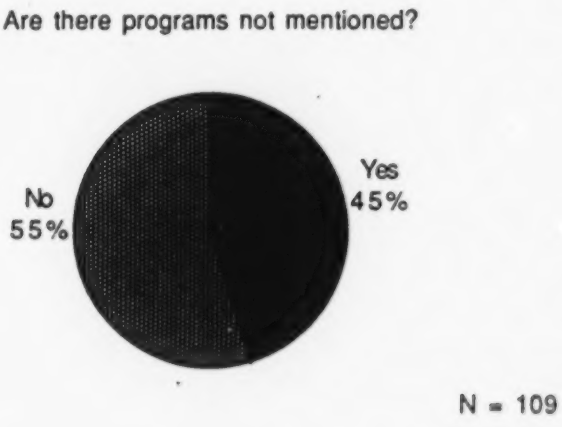
4. **How do you rate your knowledge of some of the vocational programs at your local high school?**


Rate your knowledge of vocational programs at your local high school.
unfamiliar with programs
55%
knowledge of one or more
24%
good knowledge of most
21%
0% 10% 20% 30% 40% 50% 60%
N = 451

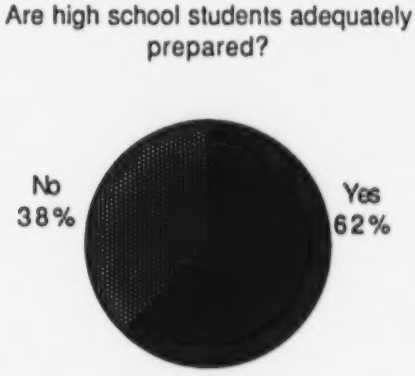
5. **Completion of which of the following vocational programs would be helpful to one applying for employment with your firm?**
(Programs are listed in rank order.)

	Program	Number of times selected
1	Clerical/Secretarial	278
2	Computers	233
3	Accounting	224
4	Marketing	109
5	Welding/Metals	103
6	Woodworking/Construction	87
7	Drafting	82
8	Auto Mechanics	73
9	Electronics	72
10	Health Careers	51
11	Agriculture	32
12	Child Care/Foods/Clothing	25
13	Food Service	18
14	Small Engine Mechanics	13
15	Typesetting	5
16	Photography	4

6. **Are there vocational programs not mentioned that would prepare a student for employment with your company?**

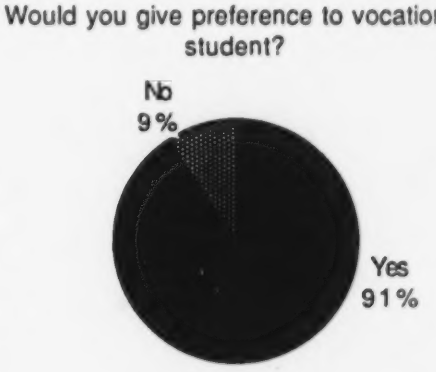


7. **When interviewing high school students for a job, are candidates adequately prepared?**



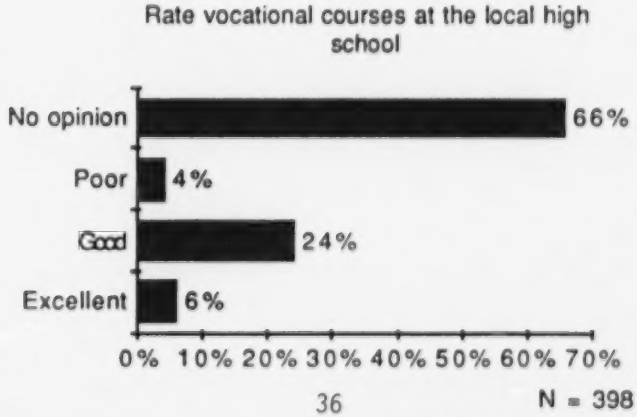
N = 34

8. **All other things being equal, would you give preference in hiring to a student who has had high school vocational education classes related to the job?**



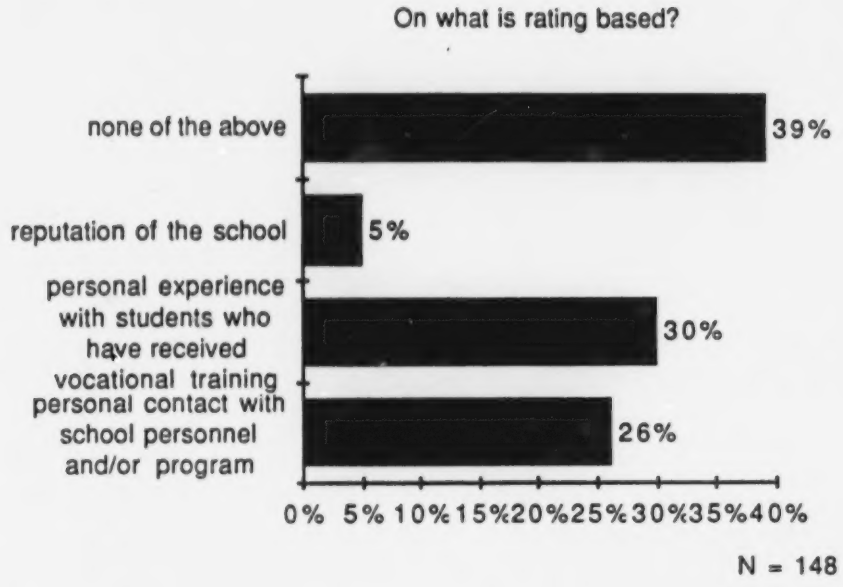
N = 324

9. **How would you rate vocational courses at the local high school?**

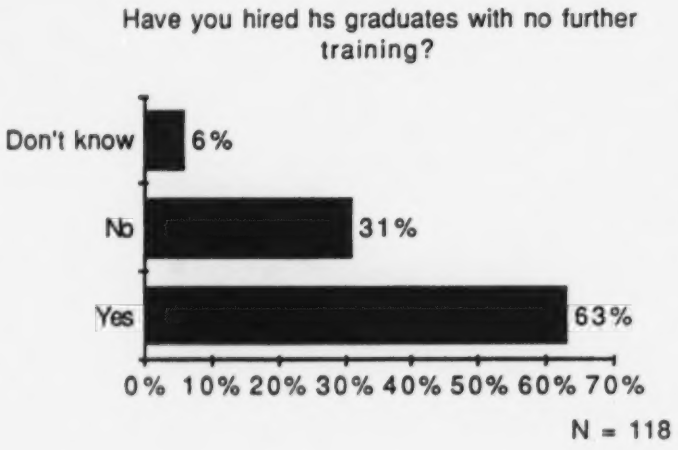


N = 398

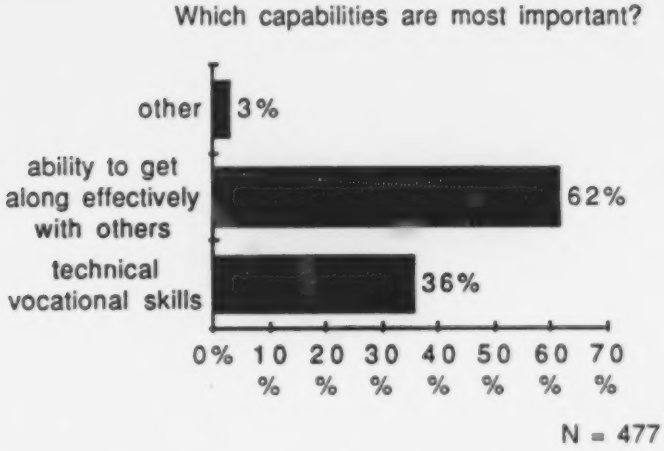
10. **On what is your rating based?**


On what is rating based?
none of the above
39%
reputation of the school
5%
personal experience with students who have received vocational training
30%
personal contact with school personnel and/or program
26%
0% 5% 10% 15% 20% 25% 30% 35% 40%
N = 148

11. **Do you have any employees hired within the last 5 years who are high school graduates with no training beyond high school?**

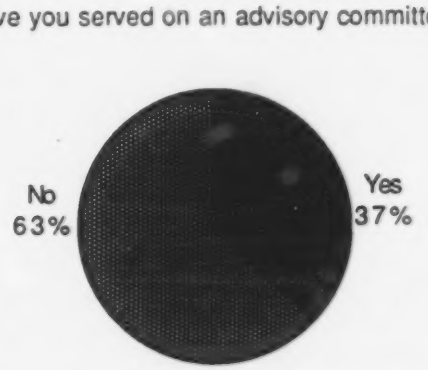


12. **Assuming basic literacy skills, which of the following capabilities do you consider most important for employees with a high school education?**


Which capabilities are most important?
other
3%
ability to get along effectively with others
62%
technical vocational skills
36%
0% 10 % 20 % 30 % 40 % 50 % 60 % 70 %

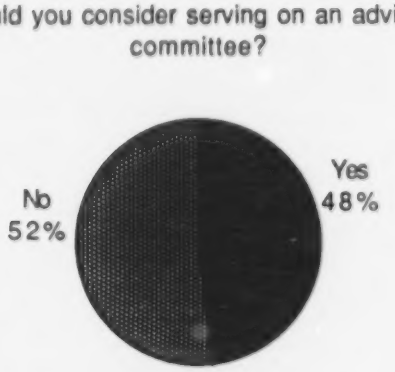
N = 477

13. **Are you currently or have you ever been on a vocational education advisory committee?**



N = 331

14. **Would you consider serving on an advisory committee in your field of work?**



N = 175

15. List the skills you find most useful on the job.

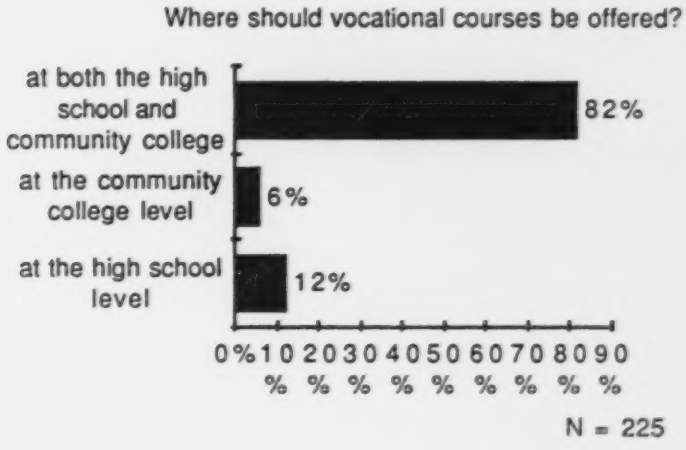
- ability to make changes
- appearance
- attention to detail/accuracy
- clerical
- computers
- decision making
- entry level technical skills
- human relations
- management
- phone skills
- spelling
- work ethic
- common sense
- desire to learn
- self motivation
- accounting
- attendance/absenteeism
- basic skills
- communication
- creativity
- dependability
- grammar
- interpersonal skills
- math
- reading
- typing
- writing/penmanship
- courtesy
- good attitude

16. List skills you find to be less than satisfactory in your business/organization.

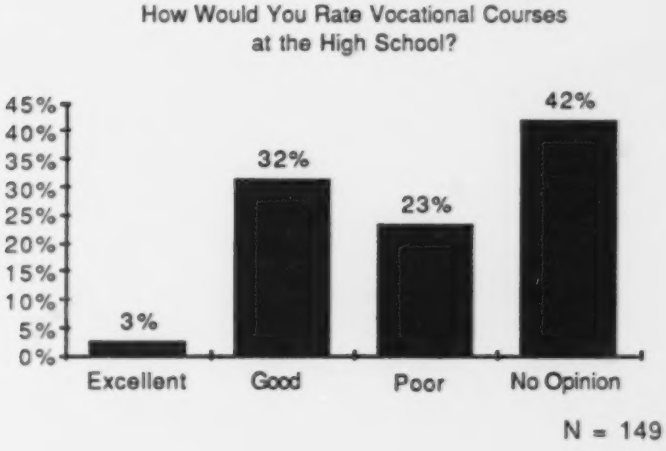
- appearance
- basic skills
- grammar
- oral and written communication
- penmanship
- spelling
- working with people
- attitude
- common sense
- lack of professionalism
- math
- reading
- work ethic

Aggregated Report
Parent Survey Responses
Concerning
Vocational/Technical Education Programs
Oregon Alliance for Program Improvement Field Studies

1. Where should vocational courses be offered?

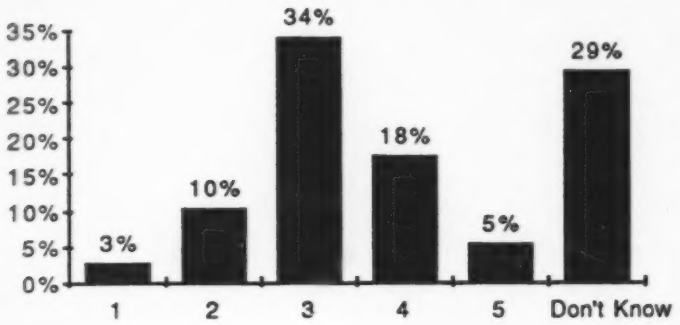

Where should vocational courses be offered?
at both the high school and community college
82%
at the community college level
6%
at the high school level
12%
0% 10% 20% 30% 40% 50% 60% 70% 80% 90%
N = 225

2. How would you rate vocational courses at your high school?



3. **On a scale of 1 to 5, how do you rate vocational education at your high school?**

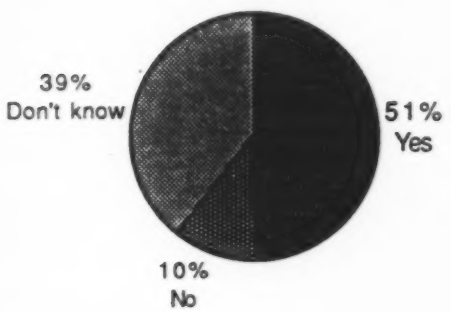
How Would You Rate Vocational Courses
at the High School (On a scale of 1 to 5).



N = 1088

4. **Do you believe all high school students should have some vocational courses?**

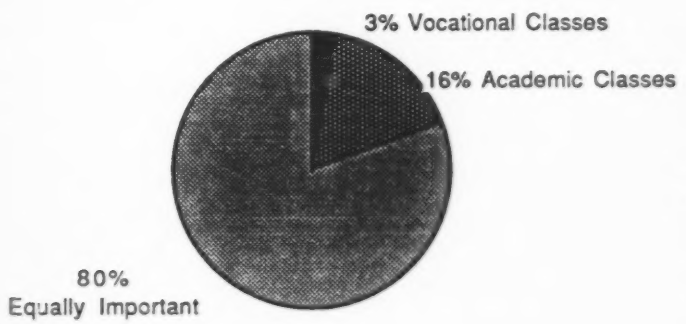
Do You Believe All High School Students
Should Have Some Vocational Courses?



N = 2086

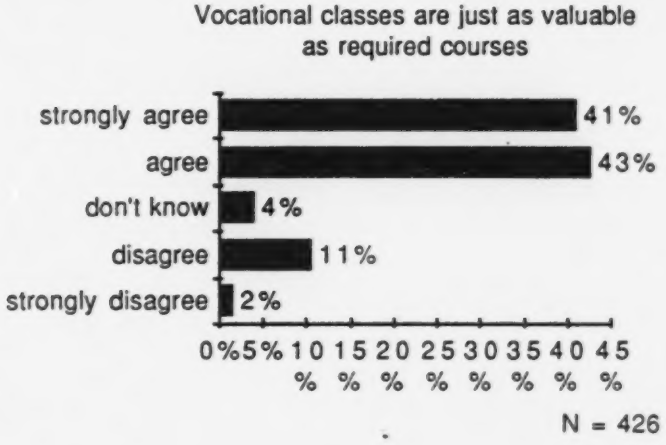
5. **Which do you feel are more important?**

Which Do You Feel Are More Important?

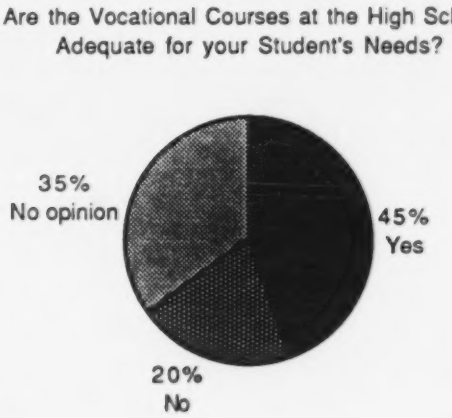


N = 122

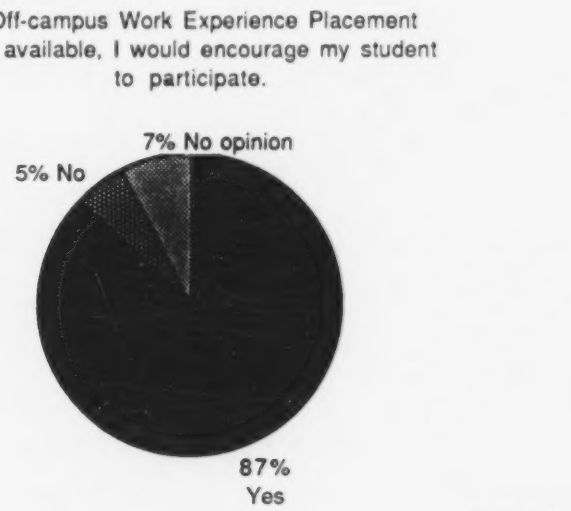
6. **Vocational classes are just as valuable as required courses?**



7. **Are the vocational courses at the high school adequate for your student's needs?**

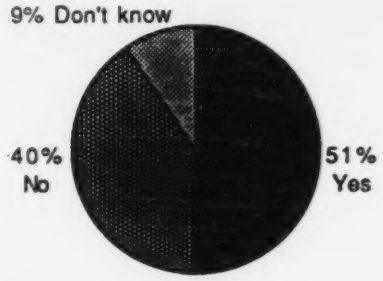


8. **If off-campus work experience placement were available, I would encourage my student to participate.**


If Off-campus Work Experience Placement were available, I would encourage my student to participate.
7% No opinion
5% No
87% Yes
N = 386

9. **My awareness of vocational classes in the district came from the high school counselor.**

My awareness of vocational classes in the district came from the high school counselor.



N = 272

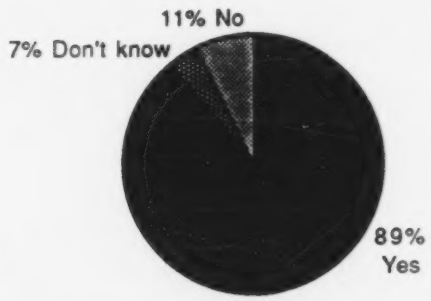
10. **My awareness of vocational classes in the district came from the high school curriculum guide.**

My awareness of vocational classes in the district came from the high school curriculum guide.

N = 607

11. **My awareness of vocational classes in the district came from my student.**

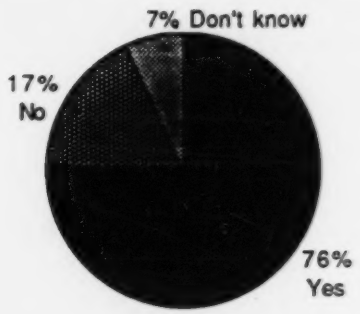
My awareness of vocational classes in the district came from my student.



N = 702

12. **My awareness of vocational classes in the district came from previous personal experience.**

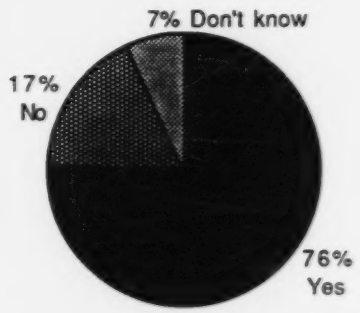
My awareness of vocational classes in the district came from previous personal experience.



N = 398

13. **My awareness of vocational classes in the district came from neighbors or other community members.**

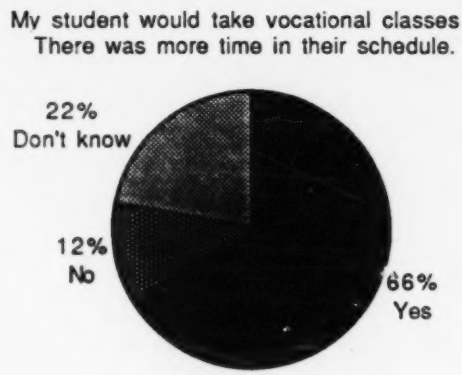
My awareness of vocational classes in the district came from previous personal experience.



N = 398

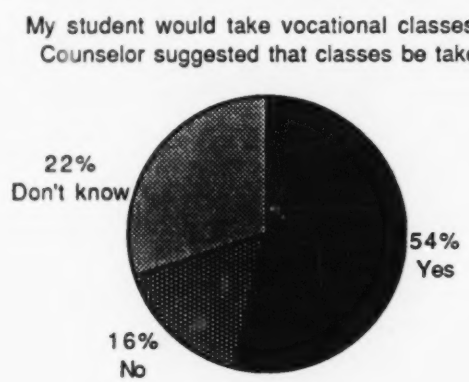
My student would take vocational classes if:

14. There was more time in their schedule.



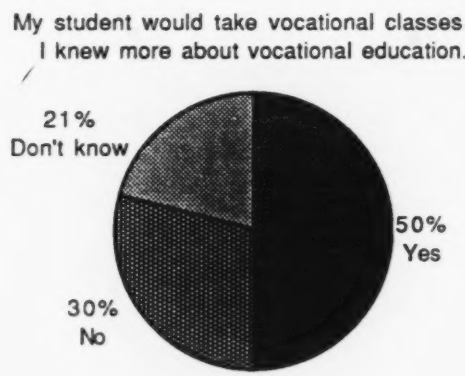
N = 953

15. A counselor suggested that classes be taken.



N = 930

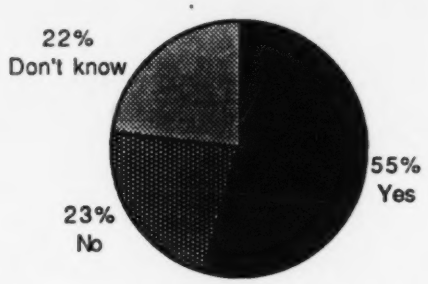
16. I knew more about vocational education.



N = 399

17. English, math or science credit were granted for vocational classes.

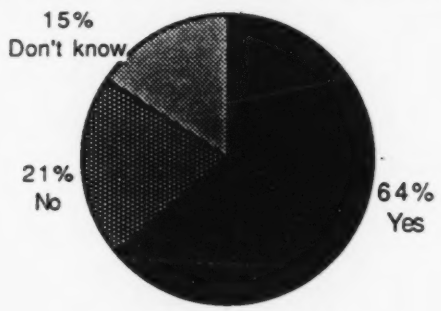
My student would take vocational classes if English, math or science credit were granted for the classes.



N = 890

18. On-the-job work experience were available.

My student would take vocational classes if: On-the-job work experience were available.

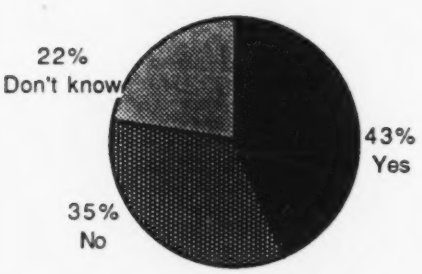


N = 365

My student has not enrolled in vocational classes because:

19. Courses are not of interest.

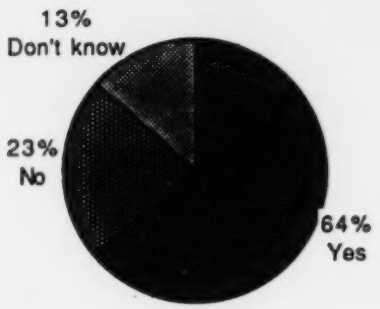
My student has not enrolled in vocational classes because courses are not of interest.



N = 289

20. **Not enough room in their schedule.**

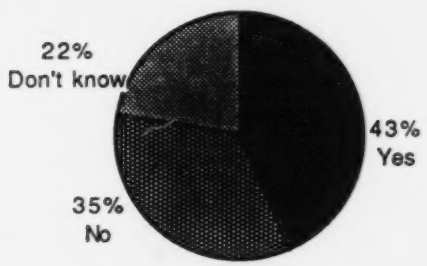
My student has not enrolled in vocational classes because there is not enough room in their schedule.



N = 295

21. **Courses are not of interest.**

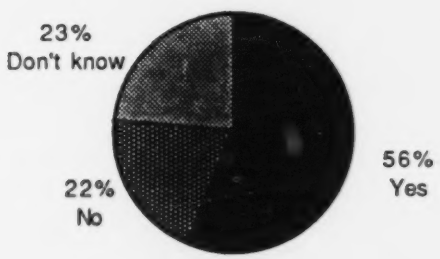
My student has not enrolled in vocational classes because courses are not of interest.



N = 289

22. **Is forecasted for college-bound courses.**

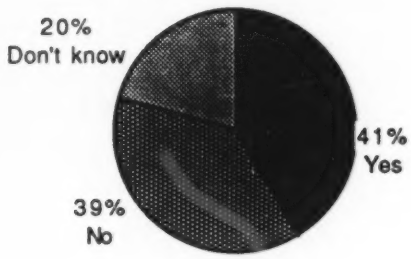
My student has not enrolled in vocational classes because they are forecasted for college-bound courses.



N = 296

23. **Does not have enough information about vocational education classes.**

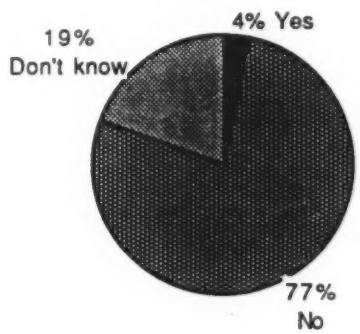
My student has not enrolled in vocational classes because doesn't have enough information about classes.



N = 282

24. **Vocational classes are too difficult.**

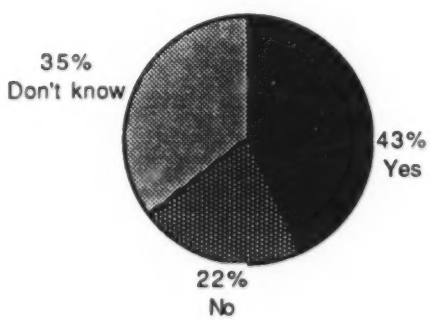
My student has not enrolled in vocational classes because classes are too difficult.



N = 236

25. **Plans to enroll in future years.**

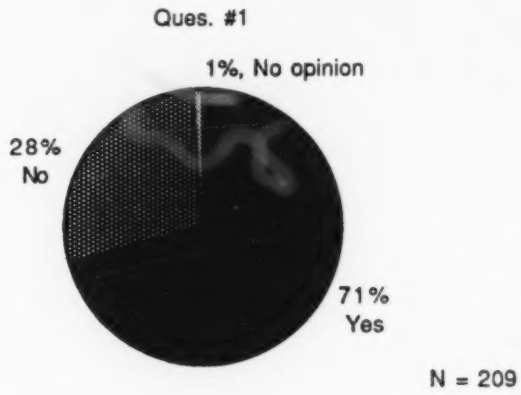
My student has not enrolled in vocational classes but plans to enroll in future years.



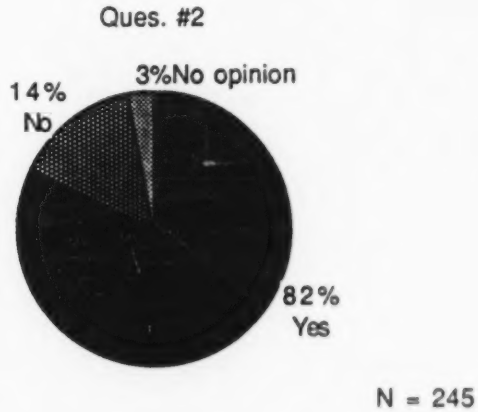
N = 265

Aggregated Report
Teacher Survey Responses
Concerning
Vocational/Technical Education Programs
Oregon Alliance for Program Improvement Field Studies

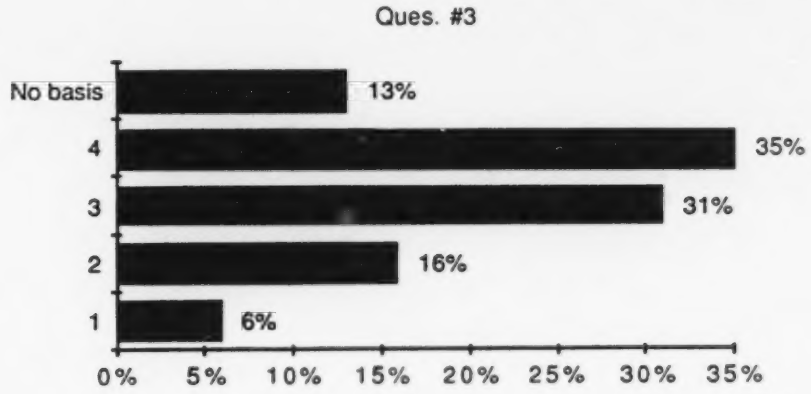
1. **Are you sufficiently familiar with the vocational programs to explain their existence and general purposes to others?**



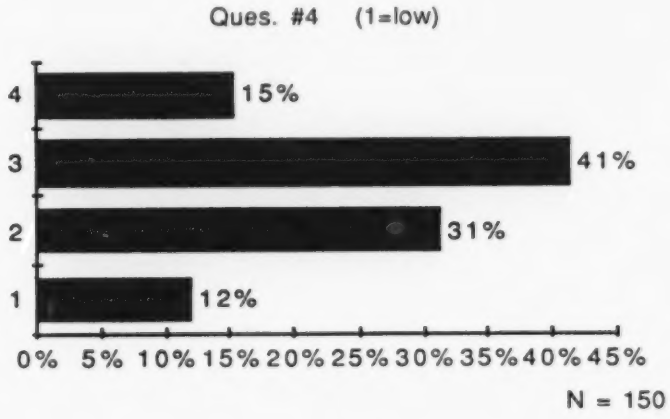
2. **Do you believe vocational education is a viable part of the secondary curriculum?**



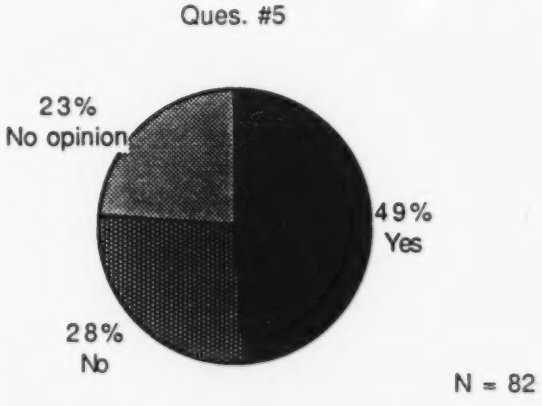
3. **How do you rate building administration support for vocational programs?**



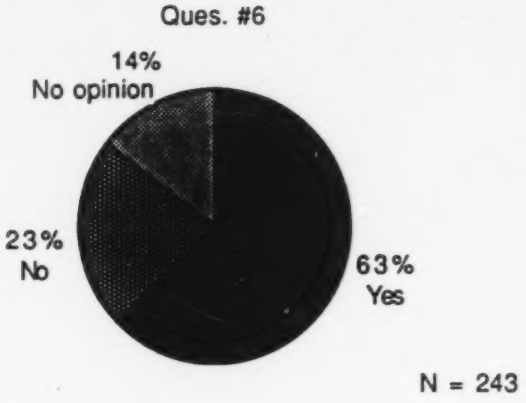
4. **How do you rate staff communication within the school?**



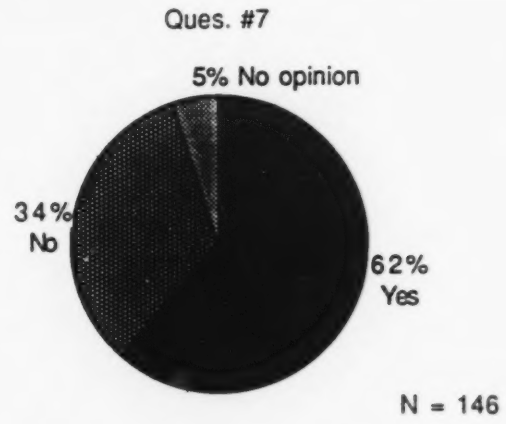
5. **Do students receive adequate information about the vocational programs offered?**



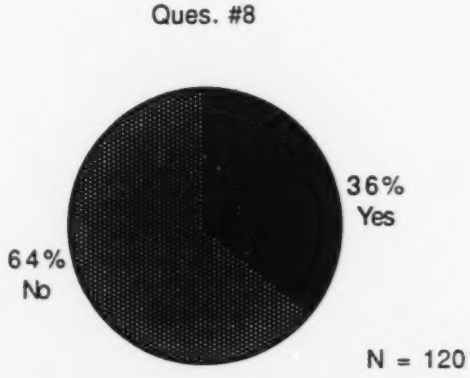
6. **Are students provided adequate opportunities to take vocational education classes?**



7. **Does the general curriculum, i.e. math, science, English, support the needs of the non-college bound students?**



8. **Are you familiar enough with the "2+2" and other program articulation concepts related to vocational education to explain them to a friend or neighbor?**



Attachment A

- **Mission**

The mission of Career and Vocational Education in the _____ School District is to provide students in a sequential manner, the opportunity to acquire the broad-based transferable skills, knowledge and attitudes necessary to enter employment and/or to continue their education and training.

- **Purpose Statement**

The purpose of the Career and Vocational Educational Program is to provide broad based transferrable skills which include basic skills in:

* Communication
* Computing
* Reasoning
* Interpersonal relationships
* Work ethics
* Leadership
* Identified vocational areas

The program should be forward looking and flexible. It should provide career guidance, structruae and sequencing for Grades 7 through 12 with emphasis on articulation with postsecondary training and education, and the encouragement of life-long learning. Finally, the entire enterprise should strive to dignify the image of Career and Vocational Education in the eyes of the community.

- **Statement of Intent for the _____School District**

In the _____ School District, vocational education is intended to provide a variety of practical, experiential learning opportunities that enable all students to secure basic knowledge and foundation skills; explore a wide range of careers and their characteristics through classroom, laboratory, field and work experiences; and acquire work related skills for initial employment, occupational competence, everyday life and continued, life-long learning.

- **The Role of Career/Vocational Education in School District _____**

Career/vocational education provides instructional programs and related experiences that:

1. Fosters the learning of basic skills in reading, writing, and computation.

2. Prepares students for entry into the workforce upon completion of high school.

3. Prepares students to continue their education and training.

4. Allows students to explore a broad array of career options through a combination of career exploration courses, work experience, and career guidance and information.

5. Helps students relate new knowledge to practical applications through shop and laboratory experiences, individual projects and cooperative work experiences.

6. Accommodates the special learning needs of students who are handicapped or disadvantaged by modifying instructional programs and related experiences so that these students can succeed.

- **A Comprehensive Learning Program for School District _____**

The Task Force suggests a curriculum be developed which integrates the"academic", "general", and "vocational" themes into a comprehensive curriculum. This will ensure that each student is provided with an instructional program which allows them to develop to their full potential.

- **Mission of Vocational Education at _____ School District**

The following mission statement was developed by the Task Force:

Recognizing the rapidly changing and highly competitive world of work,_____ School District is committed to improving and broadening the scope of vocational education as a valuable and integral part of secondary education. The District believes that the components of vocational education should reinforce basic skills, develop employability and retraining skills, teach technical and job-related skills, and develop life-long learning habits. As part of the broadening scope of vocational education, attention will also be given to affective skills which are related to coping with change, understanding self and others, learning positive work attitudes, and using resources for future planning. The District commitment to improving vocational education will demand the allocation of resources, attention to students with special needs, and an examination of parental and community roles in vocational education as a K-life process.

- **A Definition of Vocational Education**

Vocational Education at _____ High School is a program that prepares individuals with the basic, decision making and broad occupational skills needed to enter the workforce, or to continue their education and training, or both. The vocational program offerings are competency-based, inter-disciplinary, flexible and based in the realities of real-world work. They foster independent

thinking, self-esteem, and the development and practice of strong communication skills. The programs offer equal opportunities for success and access to all students regardless of disability or economic or educational status. Vocational Education instruction reflects community interests and needs and emphasizes cooperation and articulation between middle school, high school, and community college programs.

- **Philosophy of Vocational Education at _____ High School**

  At _____ High School, the preparation of individuals for vocations should begin with exploratory courses leading to opportunities to learn the basic, and for some, advanced processes associated with specific occupations that will provide them with: positive work habits and attitudes; a sense of community; pride in accomplishment; the versatility and capacity to continue to learn and to be retrained often throughout a working lifetime; and the ability upon completion of high school to take the next logical step to continued education, work or additional training at a school or on the job.

- **Proposed Mission-Philosophy Statement for Vocational Education in the _____ School District**

  The following mission-philosophy statement was developed by the Task Force:

  Vocational education is a program which prepares individuals for skills needed for technical and/or paraprofessional employment, occupational advancement or additional education in the profession. Courses are taught so students apply essential skills of communication, reasoning, computation, and positive habits they need for personal and job success.

Evaluation of
Regional Cooperative Vocational Technical (RCVT) and 2+2 Programs

Note: Answer the following questions WITHOUT CONSIDERING your Workforce 2000 RFP efforts.

1. **What level of understanding do you think the following groups/individuals have about RCVT and 2+2 programs in your region?**

	Comprehensive Understanding			Limited Understanding
Superintendents	1	2	3	4
Secondary teachers	1	2	3	4
Principals	1	2	3	4
Community college teachers	1	2	3	4
Community college administrators	1	2	3	4
Counselors	1	2	3	4
Other training providers (e.g. JTPA, Apprenticeship)	1	2	3	4
Business/industry	1	2	3	4
General public	1	2	3	4

2. **Has a long range (3-5 years) operational RCVT program plan been developed for your region?**

____ Yes
____ No

If yes, is that plan updated on a regular basis?

____ Yes
____ No

If no, are there plans in place to develop one?

____ Yes
____ No

3. **Please indicate the level of involvement of the following groups/individuals in RCVT program efforts (excluding Workforce 2000).**

H = high level M = medium L = low level N = no involvement

____ Superintendents
____ Principals
____ Counselors
____ Vocational Education instructors (secondary)
____ Special Education instructors (secondary)
____ JTPA representatives
____ Apprenticeship
____ Business/industry
____ Advisory Committee
____ Community college (if available in your area)
____ - Administration
____ - Counselors
____ - Instructors
____ Private school representatives
____ Other _____

4. **How often are RCVT committee meetings held that review documents, progress, and/or problems held? (check one)**

a.__ Every two to four weeks
b.__ Every one to two months
c.__ Quarterly
d.__ On an as needed basis with a yearly average of _____ meetings

5. **Which of the following methods best describes the method used for 2+2 articulation agreements in your region? (check one)**

a.__ Competency based matching
b.__ Course to course match
c.__ Program to program match
d.__ Other _____

6. **What unique or special regional programs have been established during the 1989-90 operational year between RCVT programs and other training providers (e.g. JTPA, apprenticeship, private schools, private companies, and other government agencies)?**

_____

_____

_____

_____

7. **What new 2+2 articulation agreements and/or commitments were developed during the 1989-90 operational year?**

- Programs and/or courses

_____

_____

- Other connected efforts

_____

_____

8. **Please rank the effectiveness of the following sources for publicizing the Regional Vocational Education and 2+2 connected programs in your region.**

V = very M = moderately L = little N = none

_____ Students
_____ Administration
_____ Counselors
_____ School district and/or community college publications
_____ Parents
_____ Printed media (i.e. newsletters, pamphlets, posters, etc.)
_____ Special "tech prep" type planning guides
_____ Other _____

9. **Please give an example of a successful marketing technique, targeted at students and parents, for increasing the awareness of students and parents in your region about Vocational Technical Education programs in your region?**

_____

_____

_____

10. **Is there a follow-up system in place that traces vocational technical students who have participated in one or more RCVT programs, to employment or enrollment in postsecondary programs?**

____ Yes
____ No

If yes, briefly identify the method used:_____

_____

If no, what have been some of the problems associate with trying to develop such a system?

_____

_____

11. **What efforts have been made to implement competency based curriculum processes into current regional programs?**

- Students' records (e.g. classroom/labs or transmittal purposes)

_____

_____

- Use of industrial standards

_____

_____

- Other (please list)

_____

_____

12. **Have any of your regional vocational programs been involved with academic integration endeavors?**

If yes, which ones and what techniques were used? Were they successful?

_____

_____

If no, what are the current plans to conduct such efforts?

_____

_____

13. Please include any examples of recent brochures, marketing material, student guides, and other publications that are products and/or outcomes of RCVT and 2+2 program efforts which have been effective in your region.

Note: Answer the following questions CONSIDERING your Workforce 2000 RFP efforts.

1. How did the Workforce 2000 RFP impact the ongoing RCVT program efforts in your region?

_____

_____

_____

_____

_____

_____

2. Do you feel there is a transition being made in your region from RCVT program identified goals/plans to those required to meet the Workforce 2000 RFP criteria?

_____

_____

_____

_____

_____

_____

3. Has the Workforce 2000 process required you to make connections and/or collaborative associations with different agencies that might have not been utilized with the current RCVT structure? Explain.

_____

_____

_____

_____

_____

4. **Has Workforce 2000 helped your region secure new resources for Vocational Technical Education? Please describe.**

_____

_____

_____

_____

_____

_____

5. **At this stage, which elements of your Workforce 2000 proposal are the furthest along in implementation?**

_____

_____

_____

_____

_____

_____

6. **How many (if any) teachers _____, counselors _____, administrators _____, others _____ (define or describe below) will participate in a professional development internship or business assistantship by October 1, 1990?**
("Others" include:

_____

_____)

7. **What are the 3 to 5 most important problems you have had to deal with in getting the Workforce 2000 project(s) underway?**

_____

_____

_____

_____

_____

_____

Workforce 2000 RFP Evaluation

This assessment instrument is a part of a documentation/analysis effort relating to the Workforce 2000 RFP and funding process. Would you please complete this form and provide comments where appropriate. Final results will be made available to you.

RFP Format/Structure

1. Please rank the following sections of the Workforce 2000 RFP according to how easy each one was to understand and work with.

	Very Easy		Acceptable		Verry Difficult
Section I General Information and Requirements	1	2	3	4	5
Section II Program Proposal Specifications	1	2	3	4	5
Section III Application Packets/Guidelines	1	2	3	4	5
Section III Overall Budget and Summary	1	2	3	4	5

Comments:_____

_____

2. Please rank the amount of <u>useful</u> information (both verbal and written) you received concerning the following aspects of the Workforce 2000 RFP.

	All Required		Some		Very Little
Funding sources and dollar amounts available	1	2	3	4	5
The strategic plan/economic strategies identified by OEDD	1	2	3	4	5
What constituted appropriate "Match Funds"	1	2	3	4	5
The review and negotiation process	1	2	3	4	5
What programs would fit in which funding reservations	1	2	3	4	5
The proposal criteria (general)	1	2	3	4	5
How funds could and could not be used	1	2	3	4	5
Eligible applicants/agencies	1	2	3	4	5
"Technology Systems Education" model	1	2	3	4	5
Integrating academic skills	1	2	3	4	5
"Business and Industry Internship" model	1	2	3	4	5
Student leadership programs	1	2	3	4	5

	All Required		Some		Very Little
"Business/Education Partnerships" model	1	2	3	4	5
Content and structure of Proposal Narrative	1	2	3	4	5
Use of Budget sheets for individual Workforce programs	1	2	3	4	5
Use of Budget Summary sheets	1	2	3	4	5
Other_____	1	2	3	4	5

Comments:_____

_____

3. Were the bidder's conferences helpful in addressing questions you had about the RFP?

_____ Yes _____ No

Requirements

4. Please rank the acceptability of the time allowed for to completing the following requirements of the Workforce 2000 RFP.	More Than Enough		Sufficient		Not Enough
Review regional program needs/requests	1	2	3	4	5
Involve participating schools/post secondary institutions and other training providers in the decision making process	1	2	3	4	5
Involve business and industry in the decision making process	1	2	3	4	5
Involve economic development related agencies in the decision making process	1	2	3	4	5

5. Please rank how successful you were in completing each of the following.	Very Successful		Successful		Not Successful
Finding usable information about area economic needs	1	2	3	4	5
Involve participating schools (including community colleges) in the decision making process	1	2	3	4	5
Involve other training providers in the decision making process (e.g. Apprenticeship and JTPA)	1	2	3	4	5
Involve economic related agencies in the decision making process	1	2	3	4	5

	Very Successful				Not Successful
Involve business/industry in the decision making process	1	2	3	4	5
Involve Adult and Family Services and other human resource agencies in the decision making process	1	2	3	4	5
Review regional program needs/requests	1	2	3	4	5
Develop necessary relationships with business/industry to secure match funds and/or donations	1	2	3	4	5
Establish connections with your proposed programs and other agencies submitting proposals	1	2	3	4	5
Review equipment costs and options	1	2	3	4	5

Comments:_____

_____

6. Approximately how much of your total annual work time was redirected toward the Workforce 2000 RFP effort between receipt of the RFP and proposal submission?

a. 10-25%
b. 25-50%
c. 50-75%
d. over 75%

7. Approximately how much of your total annual work time will be consumed with the management of the Workforce 2000 funds granted you?

a. 10-25%
b. 25-50%
c. 50-75%
d. over 75%

8. Do you feel the time that you and other regional groups dedicated to the Workforce 2000 effort was justifiable considering the funds realized and potential benefits to your region?

_____ Yes _____ No

What are some of the reasons for your answer?_____

Comments:_____

_____

Meeting the Criteria of the RFP

9. Were the strategic plan/economic development strategies identified by the OEDD representative of the needs expressed by your regional businesses/industries?

a. almost identical
b. basically the same
c. similar
d. no similarity

10. Was sufficient information available to identify "Skilled Labor Shortage Areas" within your region?

_____Yes _____ No

11. Was your region able to identify sufficient match funds for your proposal?

_____ Yes _____ No

12. Approximately what percentage of the match funds came from business/industry?

a. 0-10%
b. 10-20-%
c. 20-30%
d. More than 30%

13. Did you encounter any specific problems with producing match funds?_____

_____

14. How would you classify the involvement of the groups identified below in the Workforce 2000 proposal effort in your region?

V - Very involved: attended meetings, submitted and/or revised drafts, made a commitment to provide donations (additional time, equipment, funds) to the effort
I - Involved: attended meetings and provided input/feedback when requested
N - Not involved: attended some meetings but were typically unavailable to provide substantive information
A - Attendance was not sought

		Comments
ODE Monitor	____	_____
apprenticeship	____	_____
JTPA	____	_____
private schools	____	_____
welfare office	____	_____
community college	____	_____

Educational Service Districts	____	_____
employment office	____	_____
OEDD representative	____	_____
school district superintendent	____	_____
school principals	____	_____
teachers	____	_____
business/industry	____	_____
other_____	____	_____

15. Did you find it difficult to forecast the enrollment increases that would result from your proposed program(s)?

____ Yes ____ No

16. Was the family wage requirement an appropriate criteria when judging the impact of a proposed program on economic and workforce needs?

____ Yes ____ No

Comments:_____

_____

17. Did you feel that you were able to address the recruitment of disadvantaged, minority, women, and at risk issues sufficiently well?

____ Yes ____ No

Comments:_____

_____

18. Did you find it difficult to deal with the matter of potential shortfalls in Workforce 2000 lottery funds?

____ Yes ____ No

19. What were some of the difficulties?_____

_____

20. In your opinion, what were some of the advantages of using a competitive funding process for Workforce 2000 funds?_____

_____

21. What were some of the disadvantages?_____

_____

22. What additional activities/processes of the Workforce 2000 RFP did or did not work well for you?

_____

_____

23. What is your area of responsibility (e.g. regional coordinator, community college administrator, etc.)?

_____

_____

Proposed Report Questions
for
Workforce 2000 Funding
First Interim Report

Directions: Please develop a report that responds to the following questions. Include any supplemental material (i.e. newsletters, regional reports, bibliography of resources used, etc.) that would enhance and/or clarify your responses.

1. What do you perceive as the three most important purposes of Workforce 2000?

   Has this worked for your region/school? Explain.

2. What do you perceive as the three most important needs met by Workforce 2000?

   Has this worked for your region/school? Explain.

3. Have communication channels between you and other Workforce project administrators (i.e. regional coordinators and/or others) been established that deal with ways of working with Workforce 2000 funds?

4. Has Workforce 2000 led to increased communication and cooperation between academic and vocational instructors in the school system?

   If yes, please briefly explain. If no, why not and what do you think should be done?

5. Has Workforce 2000 resulted in better communication with the private sector?

   If yes, has this led to increased student work experience or teacher internship opportunities?

   If no, what have been some of the problems encountered?

6. How has the level of support from the following groups altered (e.g. grown, diminished) since the Workforce 2000 funds were granted to your region? Please provide a separate response for each of the groups identified.

   Public schools administration and instructional staff

   Community college administration and instructional staff

   Business and industry

   Other training providers

   State agencies (e.g. regional OEDD or employment division)

   Local Agencies (e.g. Economic Development, county or city)

(over, please)

7. Have the affects (either positive or negative) of the competitive proposal process subsided since the funds were granted? Please explain.

8. Did any publicity occur (good or bad) as an outcome of the Workforce 2000 funds received by your region? Please provide examples.

9. Who specifically manages the Workforce 2000 funds granted to your region? What is the time commitment involved in that management?

10. Were any difficulties encountered when selecting equipment to be purchased with Workforce 2000 funds.

    If yes, what were they and how were they resolved?

    If no, what acquisition techniques did you use?

11. What portion of your regions' response to the Workforce 2000 RFP would you modify if you could complete the process again?

12. If Workforce 2000 funds were made available again, what changes to the RFP process would you like to see implemented?

13. Does it appear that the total amount of time allowed to implement your project will be sufficient? If not, how much additional time would be required and what other activities could be accomplished?

14. In the required timeline will your project be able to show an "increase in enrollment in secondary, postsecondary, and apprenticeship programs which provide skills for employment in careers leading to a family-wage job"?

15. What obstacle, if any, have you experienced or do you anticipate in identifying and documenting the impact of your projects on recruiting and preparing disadvantaged, minorities, women, and at risk youth and adults for employment?

16. Has your Workforce 2000 project generated an increased interest by instructional staff in pursuing up-grading/inservice training or business/industry internships?

    If yes, what methods have you implemented to address the increased level of interest?

    If no, what do you think the reasons are?

17. Has Workforce 2000 helped to raise the status of Vocational Education in the eyes of students, teachers, counselors, business, and the local community? Please provide a separate answer for each group.

Workforce 2000 Applications Review - Summary Report

A. PROGRAM AREAS - CHANGES/CLARIFICATIONS

REGION	CHANGE/CLARIFICATION
Chemeketa	- Applied Academics, not in proposal
Clackamas	- OK
Astoria	- OK
Coos ESD	- OK
Deschutes	- PT - removed, Const. funded through program improvement
Deschutes/Chemeketa	- OK
Douglas	- Agriculture - Regional Computer Skills Effort
Jackson	- Applied Academics - removed - Technology Education - removed
Klamath Co SD	- OK
Lane ESD	- Const. - added (was located under Const. Manufacturing label in proposal)
Linn-Benton ESD	- OK
Treasure Valley CC	- OK
Mt Hood CC	- Marketing - removed
Lincoln County SD	- OK
Portland CC	- PT - added (was in revised proposal just not identified in state matrix)
Tillamook ESD	- OK
Umatilla ESD	- OK
Union ESD	- OK
Wasco ESD	- Applied Academics - removed - Electronics - removed - Manufacturing - removed - Mechanics - removed (not enough specificity in revised proposal)

Note: Many Manufacturing programs are metals based (as compared to woods and plastics).

B. BASELINE EVALUATION COMPONENTS COMMON TO ALL APPLICATIONS

- Equipment use/impact, especially regarding high school science programs
- Continuation plans/strategies
- Program management/coordination (effectiveness, problems, solutions)
- Business-Industry-Labor partnerships/connections
- Provisions for At Risk populations
- Professional development: internships, inservice, etc.
- Strengthen, extend RCVT and current 2+2 programs
- Competency-based instruction
- Career guidance/student and parent information
- Community college/high school connections (programs, staff development activities, shared equipment)
- Curriculum change/reform activities (e.g. IA to Technology Ed, Vo Ag to Ag Sci)
- Joint uses of funds (WF 2000, Perkins, JTPA)
- Response to regional Economic Development strategy
- Response to Minimum Family Wage issue
- Improvements in content and teaching attributable to professional development activities (especially Business Internships/Assistantships)
- Approaches/results regarding internal assessments/evaluation
- Extent of instructor/counselor/administrator participation in curriculum development (especially non-occupational staff)

C. UNIQUE ELEMENTS, FEATURES OR TOPICS IN APPLICATIONS

REGION	**UNIQUE ELEMENT/PROGRAM/APPROACH**
Clackamas ESD	- Regional Coop Work Experience program operated by one high school
Douglas ESD	- Regional Computer Skills Sharing program - Regional Equipment Sharing program
Jackson ESD	- Agriculture articulation project with 8 community colleges, 6 high schools, Cooperative Extension Service
Treasure Valley CC	- New Natural Resources programs, all high schools in region
Mt Hood CC	- Middle school to community college Technology Education Continuum (model) - "Career Success Centers" in all high schools (access: 8th grade to adult) - Good graphic "models" for each major occupational program

UNIQUE ELEMENTS (continued)

Linn-Benton CC	- Computer Assisted Video Instruction (CAVI) - Materials Science Technology as part of academic skills core - Good "Workforce" model (graphic) - CNC Metals program, all region high schools - Program "champions" concept - Apprenticeship is addressed - Full revision to agriculture curriculum - New 2+2 Health Occupations programs, 7 high schools - Total Quality Management (TQM) program for all project managers with eventual use in instructional programs - "Six Year Planner" career/curriculum guide for students - ESD "Technology Center"
PAVTEC	- Regional Entrepreneurship project - Regional Marketing/Trade project - Regional Special Needs Assessment project (mobile) - Apprenticeship addressed - New community college courses for each priority program area, begins with manufacturing technology in 1990-91 - Fred Meyer work experience program for At Risk students - Good Workforce 2000 "model" - 1989-2000
Tillamook ESD	- Computer literacy/keyboarding graduation requirement
Deschutes/Chemeketa statewide	- Statewide Forestry Information Technology consortia project - 5 community college - 32 high schools - "Equipment Cache" for mobile laboratory
Deschutes ESD	- Extensive, new regional coordination of programs
Coos ESD	- Student tracking system
Lane ESD	- Regional equipment sharing - Analysis of ways to integrate academics into Technology Education curricula
Chemeketa CC	- Joint venture for Cooperative Work Experience - Regional equipment sharing

UNIQUE ELEMENTS (continued)

Umatilla CC	- Computerized management system - Training modules for business/industry
Coos ESD Lane ESD PAVTEC/Portland PS Treasure Valley CC	All are working with some type of Student Leadership project

D. BASELINE DATA/INFORMATION ELEMENTS COMMON TO ALL APPLICATIONS (Basis for quantitative evaluation elements or questions)

- Number of new courses/programs developed or retained due to Workforce 2000 impact
- Number of new articulation agreements
- Number of new 2+2 programs
- Enrollment increases in targeted high school programs
- Enrollment increases in community college programs directly attributable to high school 2+2 programs
- Equipment acquisition and impact factors
- Number of students served
- Number of At Risk students served
- Number of teachers/counselors/administrators engaged in professional development activities
- Extent/number of Competency-Based Vocational Education units developed
- Number of new or expanded guidance/career information programs and number of students served
- Number of non-education "partners" involved
- Image and public information/promotion activities
- Impact of other legislation and programs on project(s), e.g. welfare reform, JTPA, extension
- Increases in shared programs within region (especially high school to high school)

E. UNIQUE DATA/EVALUATION ELEMENTS (Basis for qualitative evaluation elements/questions)

- Regional efforts/special regional projects (see "Unique Elements..." listing)
- Cooperative work experience programs, especially regarding impacts on new schools involved; Regional CWE programs; number served in each, etc.
- Regional/statewide services
  - mobile labs/services (Deschutes Forestry Cache, PAVTEC special needs assessment, etc)
- Student leadership projects
- Technology Education Systems (PT, Technology Education instruction)
- Applied academics, integration of basics, etc.

UNIQUE DATA/EVALUATION ELEMENTS (continued)

- Coordination among/between occupational programs under development within a region and/or between 2 or more school districts
- Maintenance of new, upgraded high technology equipment
- Acquisition by private business/industry of training materials/ instructional content developed under Workforce 2000 project(s)
- Transition from technology education introductory courses (junior/ middle, high school) to 2+2 programs
- Number of new courses/units of study based on or in Technology Education
- Number of different interpretations of ODE Technology Education model
- Approaches to integrating applied academics
- Involvement of 4 year colleges/universities
- Effects of using new equipment in science courses, especially regarding 2+2 programming
- Techniques used to develop, field test and refine new content (courses/ programs)
- Sharing of equipment within a region

F. PROPOSED TOPICS OR AREAS FOR QUESTIONS FOR INTERIM REPORT AND/OR ANNUAL EVALUATION

1. Equipment: acquisition; usefulness/applicability in program; maintenance needs; impact on instruction

2. Business-Industry Labor partnerships: process; activities; impact; prospects for future

3. Instructional programs: new/revised courses; new A.A.S. degree (community colleges); methods competency-based instruction; industry advisory groups

4. Program articulation: approaches; who is involved; 2+2 results; impact on enrollments (high schools and community colleges)

5. Provisions for At Risk students: new groups reached; unique approaches; specific results

6. Regional coordination and delivery: extent of enhancement by Workforce 2000; negative effects; new networks, partners

7. Joint uses of funds: Workforce 2000, Perkins Act, JTPA; other new/ different fiscal resources

8. Response to regional economic development strategy: direct affects; indirect affects; new parties/persons involved; early signs of impact by Workforce 2000

9. Special requirements of Workforce 2000 legislation: extent to which minimum family wage goal met; increased private sector participation (and method(s) used)

PROPOSED TOPICS (continued)

10. Program management: participation, who is involved (regionally, locally); approach used; problems and successes; costs relative to total Workforce 2000 project value (including all in-kind)

The foregoing ten topics/areas for evaluation questions will yield information that is primarily qualitative in nature.

In addition, a series of questions can be posed that will yield quantitative data (see part D of this report) for example:

- Number of new courses/programs developed
- Community college enrollment increases in targeted programs
- Total numbers served/involved (regular students, at risk students, teachers, counselors, private sector)
- New"shared" programs
- New 2+2 programs